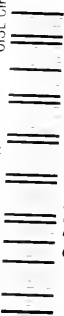


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SOUTHERN EDUCATIONAL ASSOCIATION

JOURNAL

OF

Proceedings and Addresses

OF THE

SEVENTEENTH ANNUAL MEETING

HELD JOINTLY WITH

THE SOUTHERN ASSOCIATION OF COLLEGE WOMEN

AT

MONTGOMERY, ALABAMA

DECEMBER 27, 28, 29, 1906

1906

PUBLISHED BY THE ASSOCIATION

FOR SALE BY THE SECRETARY OF THE ASSOCIATION

35699

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CONSTITUTION AND BY-LAWS

OF THE

SOUTHERN EDUCATIONAL ASSOCIATION.

PREAMBLE.

To promote the interests of popular education in the Southern States, by elevating the teaching profession, and securing to all the children the benefits of an efficient public school, the Southern Educational Association adopts the following:

CONSTITUTION.

ARTICLE I—NAME.

This Association shall be known as the Southern Educational Association.

ARTICLE II—MEMBERSHIP.

Teachers and friends of education may become members of this Association, entitled to all its rights and privileges, upon the payment of the annual membership fee of two dollars.

ARTICLE III—OFFICERS.

Section 1. The officers of the Association shall be a President, three Vice-Presidents, a Secretary, a Treasurer, a Board of Directors, and an Executive Committee, all of whom shall hold office for a term of one year, or until their successors are elected, except as hereinafter provided.

Sec. 2. The President, Vice-President, Secretary, Treasurer, and Board of Directors shall be chosen by the members of the Association, by ballot, unless otherwise ordered, at the morning session of the last day of the annual meeting.

Sec. 3. The President shall preside at all meetings of the Association and of the Board of Directors, and shall perform such other duties as usually devolve upon a presiding officer. In case of his absence or disability, the Vice-Presidents, in order, shall preside, and in the absence of the President and all the Vice-Presidents, a chairman *pro tempore* may be elected.

Sec. 4. The Secretary shall keep a full and accurate report of the proceedings of the Association and of all meetings of the Board of Directors, and shall conduct such correspondence as the Board of Directors or the Executive Committee may assign.

Sec. 5. The Treasurer shall receive and hold in safe keeping all the

funds of the Association, and shall expend the same only upon the order of the Board of Directors. He shall keep an exact account of all receipts and expenditures, preserve all vouchers, and make a full report to the Board of Directors on the first day of the annual meeting, which report shall be audited by a committee appointed by the said Board of Directors and submitted to the Association for approval.

Sec. 6. The Board of Directors shall consist of all past presidents of the Association who may be living, and of all future presidents immediately upon their election, who shall be enrolled as life directors, together with one member from each state represented, to be elected by the Association for a term of one year.

Sec. 7. It shall be the duty of the Board of Directors to determine the time and place of meeting, to make all the necessary arrangements for the meetings of the Association and of its departments, to order all expenditures of money, to provide for the general programs, to fill all vacancies in department offices, and to have in charge the general interests of the Association.

Sec. 8. The Executive Committee of the Board of Directors shall consist of the President, first Vice-President, Secretary, and Treasurer, who shall be ex-officio members of said Board. It shall be the duty of the Committee to carry into effect the determinations of the Board of Directors.

ARTICLE IV—MEETINGS.

Sec. 1. The annual meeting of the Association shall be held at such time and place as shall be determined by the Board of Directors.

Sec. 2. Special meetings of the Association may be called by the President at the request of six members of the Board of Directors.

Sec. 3. The Board of Directors shall hold its regular meetings at the place and during the time of the annual meeting of the Association.

Sec. 4. Special meetings of the Board of Directors may be held at such other times and places as the Board or the President may determine.

Sec. 5. Each new Board of Directors shall organize prior to the adjournment of the meeting at which it is created. At this meeting it shall appoint a committee on publication, consisting of the President and Secretary of the Association for the previous year, and one member from each department.

ARTICLE V—DEPARTMENTS.

Sec. 1. The Departments of the Association shall be such as may be regularly admitted by the Board of Directors.

Sec. 2. Each Department shall have a President and a Secretary, and such other officers as may be desired, provided that all officers shall be members of the Association.

Sec. 3. Each Department may adopt such rules and regulations as shall not be in conflict with the Constitution and By-Laws of the Association.

ARTICLE VI—BY-LAWS.

By-Laws not in conflict with the Constitution may be adopted at any regular meeting by a two-thirds vote of the members present.

ARTICLE VII—AMENDMENTS.

This Constitution may be altered or amended at a regular meeting by the unanimous vote of the members present; or by a two-thirds vote of the members present; provided that the alteration or amendment shall have been substantially proposed in writing at a previous annual meeting of the Association.

BY-LAWS.

1. The following committees shall be appointed by the President: a Committee on Resolutions, a Committee on Necrology, and a Committee on Nominations, each consisting of seven members.

2. No paper, lecture or address shall be read before the Association in the absence of its author, nor shall such paper, lecture or address be published in the proceedings without the unanimous approval of the Board of Directors.

3. All papers presented at the annual meeting shall be the property of the Association, and copies of the same must be placed in the hands of the Secretary before the close of the annual meeting, in order to insure its publication in the volume of proceedings.

4. The Constitution and By-Laws shall be published with the proceedings of each annual meeting.

Committee

W. B. HILL,
J. H. PHILLIPS,
R. B. FULTON,
R. J. TIGHE.

NOTE:—This constitution and by-laws were unanimously adopted at the Jacksonville meeting, December 30, 1904.

CALENDAR OF MEETINGS.

| PLACE | PRESIDENT. | DATE |
|------------------------------------|------------------------------|-----------------------|
| I. Morehead City } Montgomery } | J. H. Shinn } S. Palmer } | July, 1890 |
| II. Lookout Mountain..... | J. H. Shinn..... | July, 1891 |
| III. Atlanta..... | S. Palmer | July, 1892 |
| IV. Louisville..... | W. F. Slaton..... | July, 1893 |
| V. Galveston..... | W. H. Bartholomew..... | Dec., 1894 |
| VI. Hot Springs..... | J. R. Preston..... | Dec., 1895 |
| VII. Mobile..... | J. H. Phillips..... | Dec., 1896 |
| VIII. New Orleans..... | Geo. J. Ramsey..... | Dec., 1898 |
| IX. Memphis | Junius Jordan | Dec., 1899 |
| X. Richmond..... | R. B. Fulton..... | Dec., 1900 |
| XI. Columbia..... | G. R. Glenn..... | Dec., 1901 |
| XII. Chattanooga..... | W. N. Sheats..... | July, 1902 |
| XIII. Asheville..... | J. W. Nicholson..... | June-July, 1903 |
| XIV. Atlanta..... | F. P. Venable..... | Dec., 1903-Jan., 1904 |
| XV. Jacksonville..... | W. B. Hill..... | Dec., 1904 |
| XVI. Nashville..... | C. D. McIver..... | Nov., 1905 |
| XVII. Montgomery | J. W. Abercrombie..... | Dec., 1906 |

There was no meeting of the Association in 1897, because of yellow fever at New Orleans, which city had been selected as the place of meeting.

SOUTHERN EDUCATIONAL ASSOCIATION.

OFFICERS FOR 1905-1906.

President—John W. Abercrombie, President University of Alabama, University, Ala.

First Vice-President—Seymour A. Mynders, State Superintendent Public Instruction, Nashville, Tenn.

Second Vice-President—Henry L. Smith, President Davidson College, Davidson, N. C.

Third Vice-President—J. W. Kuykendall, Superintendent City Schools, Fort Smith, Ark.

Treasurer—E. P. Burns, Member Board of Education, Atlanta, Ga.

Secretary—R. J. Tighe, Superintendent City Schools, Asheville, N. C.

SOUTHERN ASSOCIATION OF COLLEGE WOMEN.

President—Grace W. Landrum, Atlanta, Ga.

FRIDAY, DECEMBER 28, 10 A. M.

Business Session.

SATURDAY, DECEMBER 29, 10 A. M.

Business Session.

DEPARTMENTS.

SUPERINTENDENCE.

President—C. B. Gibson, Superintendent City Schools, Columbus, Ga.

Vice-President—T. B. Ford, Superintendent City Schools, Trenton, Mo.

Secretary—N. W. Walker, Professor of School Organization, University of North Carolina, Chapel Hill, N. C.

ADMINISTRATION.

President—E. P. Burns, Atlanta, Ga.

CHILD STUDY.

President—Prof. Edward Franklin Buchner, University, Ala.

Vice-President—Miss Clem Hampton, Tallahassee, Fla.

Secretary—Miss Elizabeth M. Haley, Montevallo, Ala.

Director—Prof. H. E. Bierly, Chattanooga, Tenn.

INDUSTRIAL AND MANUAL ARTS.

President—Dr. John W. Johnson, University of Mississippi.

Secretary—Prof. R. H. McNeilly, University of Mississippi.

NORMAL INSTRUCTION.

President—Prof. E. C. Branson, Athens, Ga.

Vice-President—Miss Elizabeth M. Haley, Montevallo, Ala.

Secretary—Prof. Chas. E. Little, Nashville, Tenn.

LIBRARIES.

President—G. H. Baskette, Nashville, Tenn.

Vice-President—J. S. Stewart, Athens, Ga.

Secretary—Miss Nimmo Greene, Montgomery, Ala.

BOARD OF DIRECTORS.

LIFE MEMBERS.

| | |
|--------------------------|----------------------|
| John W. Abercrombie..... | University, Ala. |
| R. B. Fulton..... | Charlottesville, Va. |
| Geo. R. Glenn..... | Dahlonaga, Ga. |
| Junius Jordan..... | Pine Bluff, Ark. |
| J. W. Nicholson..... | Baton Rouge, La. |
| J. H. Phillips..... | Birmingham, Ala. |
| J. R. Preston..... | Natchez, Miss. |
| Geo. J. Ramsey..... | Lexington, Ky. |
| W. N. Sheats..... | Tallahassee, Fla. |
| W. F. Slaton..... | Atlanta, Ga. |
| F. P. Venable..... | Chapel Hill, N. C. |
| W. H. Bartholomew..... | Louisville, Ky. |

ELECTED MEMBERS.

| | | |
|---------------------|------------------------|-------------|
| Alabama..... | ISAAC W. HILL..... | Montgomery |
| Arkansas..... | JOHN H. HINEMON..... | Little Rock |
| Florida..... | MISS CLEM HAMPTON..... | Tallahassee |
| Georgia..... | JOSEPH S. STEWART..... | Athens |
| Kentucky..... | J. H. FUQUA..... | Frankfort |
| Louisiana..... | A. M. HERGENT..... | Baton Rouge |
| Maryland..... | M. BATES STEPHENS..... | Annapolis |
| Mississippi..... | J. N. POWERS..... | West Point |
| Missouri..... | JAMES E. AMENT..... | Warrensburg |
| North Carolina..... | ZEB V. JUDD..... | Raleigh |
| Oklahoma..... | L. W. BAXTER..... | Guthrie |
| South Carolina..... | FRANK EVANS..... | Spartanburg |
| Tennessee..... | P. P. CLAXTON..... | Knoxville |
| Texas..... | S. H. MOORE..... | Georgetown |
| Virginia..... | W. H. DAVIS..... | Danville |
| West Virginia..... | D. B. PURINTON..... | Morgantown |

Executive Committee, Board of Directors—John W. Abercrombie, S. A. Mynders, E. P. Burns, R. J. Tighe.

LOCAL COMMITTEES.

Executive Committee—George W. Jones, member Board of Education, Chairman; Charles L. Floyd, Superintendent City Public Schools, Secretary; Harry C. Gunnells, Chief Clerk State Department of Education; Benjamin J. Baldwin, President Board of Education; Wm. E. Feagin, Secretary State Board of Education; A. D. Sayre, member Board of Education; E. J. Meyer, member Board of Education; J. L. Gaston, member Board of Education; J. M. Starke, Principal University Preparatory School; E. R. Barnes, Principal Barnes' Boys' School; S. E. Starke, Principal Montgomery School for Girls; R. Bliss Edgar, Principal Boys' High School; A. K. McKemie, Boys' High School; Robert A. Elkins, Boys' High School; Gaston Gunter, Chairman School Committee, Montgomery City Council; T. Gardner Foster, member School Committee, Montgomery City Council; A. Roemer, member School Committee, Montgomery City Council; R. D. Quisenberry, Principal Massey's Business College; A. C. Minter, Principal Draughon's Business College; Alexander Rice, C. F. Moritz, Jacques Loeb, W. F. Covington, County Superintendent of Education.

Entertainment and Reception Committee—F. C. Stevenson, Chairman; Edward Lyle, Associate Chairman; Phares Coleman, Duncan May, B. F. Evans, Thomas W. Owen, Alex. Rice, Leon Weil, Miss Lallie Abercrombie, Principal Bellinger High School; Miss Nimmo Greene, Principal Capitol Hill School; Miss Virginia Hereford, Principal Cottage Hill School; Mrs. L. V. Ledbetter, Principal Decatur Street School; Miss Mary E. Boyle, Principal Sayre Street School; Miss Luna E. Davie, Principal Highland Park School; Miss Daisy Smith, Principal Hunt Street School; Miss E. M. Bullock, Principal Girls' High School; Mrs. E. B. Sloan, Principal West End School; Miss Alice Sachs, Supervisor of Music, Montgomery Public Schools; Miss Irma Stoll, Supervisor of Physical Culture, Montgomery Public Schools; William Anderson, Supervisor of Writing and Drawing, Montgomery Public Schools; Miss Gussie Woodruff, Miss Rutson Hatchett, Miss Henrietta P. Chamberlain, Mrs. A. G. Forbes, Mrs. Laura Little, Mrs. W. A. Gunter, Mrs. Alexander Rice, Mrs. Charles F. Moritz, Miss Kahn.

Bureau of Information—The Chairman and the Secretary of the Executive Committee.

TREASURER'S REPORT

OF THE

SOUTHERN EDUCATIONAL ASSOCIATION.

DECEMBER 28, 1906.

RECEIPTS.

| | |
|---|-----------|
| To cash on hand per report Nov. 22, 1905..... | \$532.58 |
| Receipts at Nashville Meeting..... | 540.00 |
| Receipts by Secretary Tighe per report..... | 193.00 |
| | \$1265.58 |

DISBURSEMENTS.

| | |
|---|-----------|
| By expenses Secretary Tighe, Nashville meeting..... | \$ 21.75 |
| By expenses Treasurer Burns, Nashville meeting..... | 14.75 |
| By expenses Treasurer Burns, Executive Committee meeting | 18.50 |
| By expenses stenographer, Nashville meeting (Buford, Duke & Co.)..... | 41.50 |
| By expenses printing proceedings Nashville meeting (H. E. Bierly) | 257.40 |
| By expenses R. J. Tighe (postage, mailing copies pro- ceedings Nashville meeting)..... | 10.00 |
| By expenses R. J. Tighe, secretary (printing sta- tionery, railway expenses, etc., as per report itemized)..... | 225.32 |
| By expenses Dr. J. W. Abercrombie arranging Mont- gomery meeting | 72.34 |
| By expenses E. P. Burns, Montgomery meeting..... | 11.20 |
| | \$ 672.76 |
| Balance with Treasurer..... | 592.82 |
| | \$1265.58 |

Respectfully submitted,

E. P. BURNS,
Treasurer.

Vouchers audited and approved Dec. 28, 1906.

G. R. GLENN,
I. W. HILL,
ZEB V. JUDD.

JOINT MEETING
SOUTHERN EDUCATIONAL ASSOCIATION
(SEVENTEENTH ANNUAL SESSION)
AND THE
SOUTHERN ASSOCIATION OF COLLEGE WOMEN
(FOURTH ANNUAL SESSION)
HELD AT
MONTGOMERY, ALABAMA.
COURT STREET METHODIST CHURCH,
DECEMBER 27, 7:30 P. M.

President Abercrombie: The audience will please stand while the invocation is pronounced by Dr. Neal Anderson, pastor Central Presbyterian church of Montgomery.

Invocation pronounced by Dr. Anderson.

President Abercrombie:

Ladies and Gentlemen—As is known to most of you, perhaps, this is a joint meeting of the Southern Educational Association and of the Southern Association of College Women, it being the seventeenth annual session of the Southern Educational Association and the fourth meeting of the Southern Association of College Women.

We have come to Montgomery in response to the courteous invitation extended by the Governor of the State, the State Superintendent of Education, the City Board of Education and the Commercial Club of Montgomery. It is peculiarly fitting that this session of the Southern Educational Association should be held in this city, for a reference to the calendar of meetings discloses the fact that the Association had its origin here. It was organized in July, 1890, under the leadership of Honorable Solomon Palmer, then State Superintendent of Education for Alabama. These invitations were extended some

time ago, and now the representatives of the State, and of the State Department of Education and of the city of Montgomery are present to speak words of welcome.

The first address of welcome will be delivered by Alabama's able, popular and progressive young governor, William D. Jelks. It gives me great pleasure to present Governor Jelks.

Governor Jelks addressed the meeting.

President Abercrombie: The governor has made reference to Alabama's wonderful educational progress during the past six years. No man has played a more conspicuous part in that progress than Alabama's State Superintendent of Education, who will now speak words of welcome in behalf of the Educational Interests of the State, the Honorable Isaac W. Hill.

Superintendent Hill made his address of welcome.

President Abercrombie: It was planned to have a word of welcome in behalf of the City School Board, and Honorable A. D. Sayre, Secretary of the Board, was chosen for that service. He finds it impossible, however, to be present tonight, and we will omit that part of the program.

For the response to the addresses of welcome on behalf of the Southern Educational Association, one of our most prominent members has been selected. Dr. George R. Glenn, President of the North Georgia Agricultural College at Dahlonega, has long been a recognized leader in educational thought and action in the South, who has served as President of this Association, as President of the National Association, as State Superintendent of Public Instruction in Georgia, and in all of these capacities has rendered able and signal services. I am sure you will be glad to hear him. It gives me great pleasure to present Dr. Glenn.

Here President Glenn addressed the meeting.

President Abercrombie: It is a matter of great regret for all of us that Superintendent O. B. Martin, of South Carolina, is unable to be with us tonight. The response in behalf of the Southern Association of College Women will be made by Miss Celestia S. Parrish, Professor of Psychology and Pedagogy, State Normal School, Athens, Georgia. The South has no

nobler or more favorably known college woman than Miss Parrish.

Miss Parrish addressed the meeting.

President Abercrombie delivered his annual address entitled, "Lawlessness: Its Causes and Its Cure."

President Abercrombie: It is a matter of great regret to us that Miss Grace W. Landrum, President of the Southern Association of College Women, is unable, on account of illness, to be present tonight. That Association, however, is represented by its First Vice-President, one of the South's most noted college women, Dr. Lillian W. Johnson, of Memphis, Tennessee. Miss Johnson was formerly President of a Western College at Oxford, Ohio. She was also at one time a professor in the University of Tennessee. She is one of the few women of the South who has been honored with the degree of Doctor of Philosophy, she holding this degree from Cornell University. I am sure you will be glad to hear her. She makes the address for the Southern College Women.

Dr. Johnson addressed the meeting.

Dr. G. R. Glenn: Will you indulge me just a moment to say that this beautiful address illustrates in the most attractive way the very thing that I was contending for? The vision, this beautiful vision that this woman has seen is a vision that has come to her by a heart-to-heart, life-to-life study of conditions as she finds them. I think she and I are entirely agreed, and I wish that she might just have taken all of my time and continued that beautiful speech.

Miss Johnson: I hope that the gentleman's epitaphy be as kindly as his present taffy!

President Abercrombie: I am asked to make this announcement: There will be a business meeting of the Southern Association of College Women in the parlors of the Exchange Hotel at 9 a. m., Friday, and I am asked to say that all the college women in attendance upon these associations, and all the college women of Montgomery are cordially invited to this meeting.

Governor Jelks asks me to invite the members of the two

Associations to visit the Capitol at their leisure some time during their stay.

The Board of Directors of the Southern Educational Association is requested to meet this evening in the parlors of the Exchange Hotel immediately after dismissal.

The Secretary of the Southern Educational Association will now make some announcements.

Announcements by Secretary Tighe.

President Abercrombie: In addition to what Secretary Tighe said, I wish to announce that all friends of education are entitled to membership in the Southern Educational Association. We would be glad to have any citizen who is not a teacher to become a member.

We are glad to see so many of the citizens of Montgomery present tonight, and we hope the people of the city will attend all the general sessions of the Association.

The session adjourned.

SECOND DAY'S PROCEEDINGS.

Girls' High School, December 28, 1906, 9:30 a. m.

President Abercrombie: The exercises will be opened with prayer by Dr. Charles A. Stakely, pastor First Baptist Church, Montgomery.

Invocation by Dr. Stakely.

President: Please give attention to some announcements by the Secretary of the Association.

Secretary Tighe made several announcements.

President: Permit me to call attention to a rule of the Board of Directors to the effect that the Secretary of the Association is not allowed to sign railroad certificates except for those who register in the Association.

We have with us this morning Mr. C. S. Culver, Director of Drawing in the Boys' High School of Atlanta, who is desirous to make some announcements with reference to the Southern

Drawing Association. Professor Culver will have an opportunity at this time.

Mr. C. S. Culver:

Ladies and Gentlemen—Dr. Abercrombie has given to me a few moments to present to the Association a new matter, a matter of vast importance, I think, to the superintendents, principals and teachers of all secular schools both in city and rural districts—I refer to the Southern Drawing Teachers' Association. In July, 1906, at the Summer School in Knoxville, Tenn., this association was organized. Its purpose is to promote an interest in drawing in all schools in the Southern States; to bring superintendents, principals and teachers in closer touch with drawing. To accomplish this the association is preparing an exhibit which will be exhibited in about twenty-five towns or cities next year, and at the same time purposes to send a number proportionate to the increase in membership. Although the association has a very small membership, it has representatives in several States—Alabama, Georgia, Tennessee, Texas, Virginia and North and South Carolina. The organization is not fully completed. If manual training teachers wish to unite with the drawing teachers the association will be glad to join the two together and form a Southern Manual Training Association. We intend to refer the matter to the Southern Educational Association and ask permission for a place on their program, thereby giving us semi-annual meetings. We hope the Association will join hands with us in this work, and a cordial invitation is extended to all superintendents and teachers to unite with us.

President: For several sessions one of the most interesting and instructive features of the program has consisted in short reports of educational progress during the preceding year by the State Superintendents or their representatives. You will notice from the printed program that these reports have been provided for at this meeting. It is a matter of very great regret that quite a number of superintendents have found it impossible to come in person or to send a representative, so we will have to depart somewhat from the printed program this morning. A few of them are present, however, and we will

have their reports at this time, taking the States in alphabetical order as is the custom. Alabama comes first, and the report will be made by State Superintendent of Education-elect Honorable H. C. Gunnells.

Report read by Superintendent Gunnells.

Superintendent W. B. Merritt, of Atlanta, here read report.

President: Superintendent J. H. Fuqua, of Frankfort, Kentucky, being absent, Superintendent Cassidy will take his place.

The report was made by Superintendent Cassidy.

President: It has been found necessary to call off the program announced for Saturday night. Mrs. Lindsay Patterson, President Interstate Association for Betterment of Public Schools, finds it impossible to be present, and the report of the Committee on Necrology will be made tonight or tomorrow morning, instead of Saturday night.

The County Superintendents of the State of Alabama will meet in the Mabson Hotel at 2 o'clock today.

The Legislative Committee of the Alabama Educational Association will meet in this building in Superintendent Floyd's office at 3 o'clock this afternoon.

On account of the slow arrival of trains it has been impossible to make up the committees which are to be announced at this time except the Committee on Necrology. I will now announce it, and request that committee to be ready to report tonight or tomorrow morning if possible. The committee will consist of: Prof. Joseph S. Stewart, Georgia; Prof. J. W. Johnson, Mississippi; Supt. Zeb V. Judd, North Carolina.

This closes the program for the forenoon, and you may consider yourselves dismissed.

EVENING SESSION.

Court Street Methodist Church, Friday, December 28, 7:30 p.m.

President Abercrombie: The Association will come to order.

The exercises of the evening will be opened with prayer by

the Rev. E. E. Cobbs, rector St. John's Episcopal church, Montgomery.

Invocation by Rev. Mr. Cobbs.

President: State Superintendent of Education J. J. Doyne, of Arkansas, failed to arrive in time this morning to take his place on the forenoon program, on account of a late train. It has been decided to have his report of progress made during the past year at this time. It gives me pleasure to present Mr. Doyne.

Superintendent J. J. Doyne made his report.

President: Each person present, I am sure, will be disappointed at learning that Miss Martha Berry is unable to be present tonight. Those of you especially who have heard Miss Berry will be disappointed for she is the very epitome of enthusiasm. Miss Berry is doing a great work as Founder and Principal of the Boys' Industrial School at Rome, Georgia.

The next, and last speaker of the evening, is the great President of the great Tulane University of New Orleans, Dr. Craighead. He has served as President of the great College for Teachers, as President of Clemson College, and in other educational capacities. He has long been a leader in educational work in the Southern States. I am sure that I express the sentiments of each member of the Association, and of each member of the audience, when I say we are delighted to have him with us tonight.

Here President Craighead delivered the address of the evening.

President: All of us have been greatly instructed and uplifted by the magnificent address of Dr. Craighead. I am sure the Alabama teachers who are present will be delighted to learn that he has accepted an invitation to deliver an address at the Mobile meeting of our State Association in April.

President: I shall now announce the membership of the Committee on Nominations and the Committee on Resolutions.

The Secretary then read the following committees:

Committee on Nominations—Supt. Junius Jordan, Arkan-

sas; Supt. C. B. Gibson, Georgia; Supt. Z. V. Judd, North Carolina; Supt. H. C. Gunnells, Alabama; Supt. M. A. Cassidy, Kentucky; Prof. H. A. McIlwaine, Virginia; Supt. J. H. Foster, Alabama.

Committee on Resolutions—Supt. J. H. Phillips, Alabama; Pres. J. L. Jarman, Virginia; Prof. H. E. Bierly, Tennessee; Pres. G. R. Glenn, Georgia; Pres. E. B. Craighead, Louisiana; Supt. J. J. Doyne, Arkansas; Prof. Celestia S. Parrish, Georgia.

President: I will ask those who are on those committees to meet in the lobby or parlors of the Exchange Hotel as soon as possible after the audience is dismissed. I want to request these committees, if possible, to be ready with their report at the morning session which will be held at the Girls' High School and which will convene at 9:30 o'clock.

As heretofore announced the program for tomorrow night has been called off. The Committee on Necrology is requested to be ready with its report at the morning session.

We should be glad to see the people of Montgomery at the morning session.

As soon as you are dismissed, you are invited to a reception given in the parlors of the Exchange Hotel, under the auspices of the Montgomery Commercial Club. Every member of the audience is cordially invited. The reception will be entirely informal—no man who wears a dress suit will be admitted; everybody is cordially invited.

After some announcements by the Secretary, you will consider yourselves dismissed.

Secretary makes announcements.

THIRD DAY'S PROCEEDINGS.

Saturday, December 29, 9:30 a. m., Girls' High School.

Session called to order by President Abercrombie.

Invocation by Rev. O. C. McGehee, Pastor Court Street Methodist Church.

President: If there is no objection, the report of the Committee on Nominations will now be made.

Supt. Jordan: Your Committee on Nominations met at the appointed place at the Exchange Hotel and kindly made me chairman of that body. We have recommended the following officers for the ensuing year:

President—R. J. Tighe, Asheville, N. C.

First Vice-President—E. B. Craighead, New Orleans, La.

Second Vice-President—C. F. Floyd, Montgomery, Ala.

Third Vice-President—J. Y. Joyner, Raleigh, N. C.

Secretary—J. B. Cunningham, Birmingham, Ala.

Treasurer—E. P. Burns, Atlanta, Ga.

Dr. Gordon: The other nominations to elect members of the Board of Directors had, perhaps, better be postponed because it is a matter that the Association should act upon.

President: You hear the recommendation of the Committee on Nominations of certain general officers of the Association. This committee is not quite ready to report on nominations for places on the Board of Directors. What will you do with this report?

Mr. Espey: I move the adoption of the report recommended by the committee.

President: I am not sure whether the vote be taken by ballot or viva voce; I am inclined to think that it should be by ballot, and a motion of the Secretary to cast the ballot is in order.

Mr. Espey: I move that the Secretary of this Association be requested to cast the vote of the Association for the parties who have been named by the Nominating Committee.

A Member: I move in amendment that the Chairman cast the ballot.

Mr. Espey: I second that amendment.

President: The motion is that the Chairman cast the ballot for the election of officers recommended by the Nominating

Committee. The motion is adopted, and these officers are elected to the positions indicated.

Supt. Jordan: The chairman of the committee will report their recommendation on the Board of Directors.

Board of Directors.—Supt. H. C. Gunnells, Alabama; Supt. J. J. Doyne, Arkansas; Miss Clem Hampton, Florida; Prof. J. S. Stewart, Georgia; Supt. M. A. Cassidy, Kentucky; Supt. C. D. Lynch, Mississippi; Prin. S. E. L. Brown, Louisiana; Supt. Z. V. Judd, North Carolina; Prof. J. W. Brister, Tennessee; Supt. Alexander Hogg, Texas; Prof. H. R. McIlwaine, Virginia.

I would like to state that there are three vacancies on this list that we are unable to supply, lacking definite information, and the Committee thought it proper to submit that matter to our Association by motion to authorize the President to fill the vacancies from Missouri, South Carolina and West Virginia, at his pleasure.

President: You hear the report of the committee, what will you do with it? A motion to adopt the report will be in order—I mean a motion to instruct the Secretary to cast the vote of the Association will be in order. All who favor the motion to instruct the Secretary of the Association to cast the vote of the Association for the officers indicated will signify by saying aye, all opposed no. The ayes have it. Unless objected to, it will also carry with it to the President of the Association the authority to fill the vacancies indicated.

We will now proceed with the printed program for the morning session. The first is a paper on the subject of "Some Rural School Problems" by Dr. Junius Jordan of Pine Bluff, Arkansas. As is known to most of you, Dr. Jordan is the State Superintendent of Arkansas, Ex-President of this Association, and now Superintendent of Schools at Pine Bluff. I am sure you will hear him with pleasure.

Supt. Junius Jordan reads paper.

President: It is hoped we may find time during the morning to have a general discussion of this interesting paper by Dr. Jordan.

The next subject on the program has been thought of sufficient importance to justify two papers. It seems to be recognized now that one of the weakest points in the educational system of the States of the South, lies in the lack of adequate high schools or secondary schools. The first paper is by Prof. J. S. Stewart of the University of Georgia. As Professor of secondary education in that institution and as one who has devoted his entire time for several years in the effort to build up the High School of Georgia, he speaks from observation, study and experience. I now introduce Prof. Stewart.

Prof. Stewart addressed the meeting on "The High School in the State System."

President: There is no man in Alabama better prepared by study and experience to discuss this subject than Professor J. B. Cunningham of the Public High School, Birmingham. It gives me pleasure to introduce Prof. Cunningham.

Prof. Cunningham here addressed the meeting.

Supt. I. W. Hill: I have some resolutions I would like to submit to this Association.

President: There is no objection.

Supt. Hill read the following resolution:

I.

Resolved: By the Southern Educational Association that it would be wise and desirable to locate at some place in the mountains of Western North Carolina a Summer Assembly Ground where educators and friends of education may erect summer cottages and build a community where educators and the friends of education may annually gather in the summer among congenial friends and where educational interests shall be promoted along lines to be determined by the residents of such community or by the managing or directing committee of such community.

II.

That in order to carry out the purposes of this resolution a committee consisting of.....shall be appointed by the President of this Association with the power to select the location for such community.

III.

That such Committee shall, if they see fit, obtain options upon or purchase lands suitable for this purpose.

IV.

That a corporation shall be formed and the stock of such corporation shall be offered to the public for sale, each share of stock to carry with it a lot and the stock issue and sale of lands to be safeguarded and protected justly, wisely and prudently.

V.

That the Southern Educational Association does not by this resolution, commit, or intend to commit, itself, in any way whatever to any financial liability or responsibility regarding the issue of stock, the sale of lands or other affairs connected with such community, but simply intends to commend and approve the object and purposes of the development of such an educational community as is hereinbefore mentioned.

President: Referred to the Committee on Resolutions. If there is no objection Supt. Hill will be permitted to state his views.

Supt. Hill: I want to state that not long ago while in North Carolina some of us thought it would be proper to select some place where teachers could live cheaply in the mountains of North Carolina. We have thought of a place, Montreat, the Baptist people have bought a considerable amount of land, and not far from that the Presbyterians have bought. The purpose is to provide a place where the teachers of the South could quietly spend their summer vacations in the mountains of North Carolina, and have a quiet, easy, restful vacation, and we ask that this Association commend it.

President: The resolution offered by Supt. Hill will be referred to the Committee on Resolutions.

President: We will have to omit the next item on the program, and in place of the paper to have been read by Prof. Stevens, we will have the report of the Committee on Necrology. This report was to have been made by Pres. E. C. Branson, but he, along with a good number of others, has found it impossible to be present, but has sent some data upon which to base a report, but the committee has not had time to write out a report because during the past year death has taken quite a number of our members, some of our brightest and best, two of our ex-Presidents. We think it would not be appropriate, however, to let this meeting pass without some sort of a report. Prof.

Stewart is requested to make a brief report at this time in behalf of that committee.

J. S. Stewart: Mr. President—The Committee on Necrology make the following report:

Charles Duncan McIver

Charles Duncan McIver, born in Moore county, 1860. Graduated from the University of North Carolina 1881. Taught in Durham two years; in Winston Public Schools nearly two years; in Peace Institute until June 1889: For two years campaigned the state as Institute Conductor, with Dr. E. A. Alderman. Conceived the idea of a State Normal and Industrial College for Women, worked for, and was elected its president and created the school. He died in 1906. He was a member of the Southern Education Board and its campaign agent in a tier of Southern States. Dr. McIver was the last president of this Association.

The following eulogy was delivered by the Hon. J. Y. Joyner, his college mate and co-worker, at the McIver Memorial Meeting held in Greensboro, Nov. 20, 1906.

"Could I obey the dictates of my heart, I should pay the tribute of a sacred silence to my dead friend to-day amid these scenes hallowed by a thousand gracious memories of him. My love and admiration are too great to find expression in 'matter-moulded forms of speech'; but use and wont must have their due and I, too, must try to speak.

"He was the truest friend, the warmest-hearted, the most generous the most actively helpful, the most self-forgetful. He loved his friends and they knew and the whole world knew that he loved them. He sought their counsel, loved their companionship, and found their approval sweet. He was ever on the alert for opportunities to help them and to enable them to help themselves. He often saw such opportunities and seized them for his friends before they saw them for themselves. I have known him, unasked, to lay down his work and travel across the state at his own expense, without reward or the hope of reward, to do a friend a kindness. He never allowed any one to speak evil of his friends in his presence or to misrepresent or misunderstand them, unrebuked and uncorrected.

"And he was the friend of all mankind. All who knew him were his friends. He had the genius of friendliness. He made friends with strangers more easily than any man I ever knew. There was in him that touch of nature that dwells in every elemental man 'that makes

the whole world kin' and that made him at home and at ease with the learned and unlearned; with the high and with the humble. It was this that gave to his friendliness that personal touch that make so many his personal friends and filled so many with a sense of personal loss in his death.

"He loved his state and his people. He was consecrated to their interests and jealous of their honor and reputation. Love of North Carolina and her people became a positive force in the life of every student that ever came within the circle of his influence.

"He was full of hope and good cheer; of sunshine and of sympathy. He scattered those wherever he went. His presence was a joy and a benediction. In it, selfishness was shamed, the tongue of slander was silenced, littleness, narrowness, and prejudice slunk away.

"The weak and the gentle, the ribald and rude,
He took as he found them, and did them all good."

"He was full of enthusiasm, and his enthusiasm was contagious. He was full of courage, and his courage, too, was contagious. He was full of strength, and the weak grew strong and the strong grew stronger under his influence.

"He was full of energy—tireless, presistent energy. He was full of honesty, moral and intellectual, private and public—old-fashioned, rugged honesty. It beamed from every feature of his face; it shone in every act of his life; it rang in every tone of his voice. There was nothing hidden about him, because there was nothing to hide.

"He was full of faith in God and man and faith in the final triumph of the right. Therefore, he never gave up a fight for right and was never cast down by defeat. The blood of the Scotch Covenanter flowed in his veins, and devotion to duty and consecration to conviction were ruling passions with him. He was ever impatient with the lack of these in others. He was a hard fighter for what he believed in, but he always fought a clean fight; he always hit above the belt; he always respected a generous foe; he bore no malice when the fight was over.

"He had 'a hand as open as day to melting charity.' He could never turn a deaf ear to any cry of need or to any call for any worthy object. How much he gave away will never be known until the record is opened at the great white throne. Money to him was 'so much trash as may be grasped thus,' save as it could be made to serve him and to serve others.

"He had large capacity for enjoying the good things of this life and believed in enjoying them in all proper ways. Often have I heard him quote with heartiest approval the words of the old showman in Dickens: 'The people muth be amused.' In his philosophy of life, pessimism, puritanism, pharisaism, asceticism had no place; religion, pure and undefiled, had large place.

"He was a man of great intellectual power and rare versatility—a masterful man. Power dwelt in him and went out from him.

"There was in him much of saving common sense; much of creative and constructive power; much of that gift of vision vouchsafed only unto greatness. He was a fine judge of men. He took their measure with almost unerring judgment. He saw their faults, their weaknesses, was patient with them and pitied them. He saw their virtues, their strength, admired them and used them. He never allowed the one to blind him to the other. He had the rarest power that I have ever known of finding the best in men and in getting the best out of men. He was a great leader of men.

"Without any of the arts of the orator, he was the most convincing, the most irresistible speaker that I have ever heard. He was too intense, too earnest to employ paltry decorations of speech. He spoke directly and simply as one having authority. He had a message and felt, Woe is me if I do not deliver it. He forgot himself in his message. Men heard him gladly; thought not of the manner of the man or of the forms of his speech, but never forgot the message that fell from his lips, the fire of earnestness and enthusiasm that was struck from his soul as he spoke, and kindled kindred fires in theirs as they listened.

"He would have been successful in almost any calling—what a great lawyer he could have been; what a superb leader in politics and public life; what a splendid captain of industry in any line; what a prince of promoters in any great commercial enterprise! He could have been almost anything he chose to be.

"All his splendid powers he joyously laid upon the altar of public service. I believe that God anointed him and set him apart as a servant to his people. He heard the call to service and followed it as singly and as devotedly as ever noble knight in Arthurian legend followed the Holy Grail. He had a high ideal of public service, and to it he subordinated every tempting offer of private gain or personal aggrandizement. Public education was his chosen field of service. With the clear-sightedness of greatness, he saw that universal education was the only hope of universal emancipation and the only safe foundation for the broadest democracy. He saw, too, that the surest, shortest road to universal education was the education of woman, the mother and teacher, and, through her, the education of all the children of men. To this special field, therefore, he devoted his chief attention; but there was no department of education which did not receive his helpful touch. His conception of public service, however, was not narrowed to the one field of public education. He was active in every field that offered opportunity for public service in social, political, commercial circles, in his town, in his state, and in the nation.

"This was the man, Charles D. McIver, as I knew him—great in mind, great in heart, great in service to his fellowmen; how great, men did not fully understand while he walked beside them, but know now by

the lengthening and ever-lengthening shadow of his life that death has thrown across the state, across the South, across the nation. He is gone! To those of us who knew him best and loved him most, life can never be the same again—there can be no other friend like him.

“He is not dead, he doth not sleep—
He hath awakened from the dream of life.”
“ ’Tis Death is dead, not he.”

Chancellor W. B. Hill

Walter Barnard Hill, A. M., LL. D., was born in Talbotton, Ga., September 5th, 1851; he died at Athens, Ga., on December 28th, 1905.

His father was Judge Barnard Hill, a distinguished jurist and lawyer; his mother was Miss Mary Clay Birch, who was related to Henry Clay of Kentucky.

He graduated from the University of Georgia in 1870 as Bachelor of Arts, and as Bachelor of Law in 1871.

He was a lawyer by profession, a scholar by intuition and learning, and a philanthropist by nature.

He twice assisted in revising the Code of Georgia, first in 1873 and again in 1882.

For five years he was a professor in the law school of Mercer University.

Mr. Hill did noble and notable service in the cause of prohibition. All will agree that he was the leader in this great cause in the State.

He was elected Chancellor of the University of Georgia on July 13th, 1899. It seemed like calling him to his own to give him this work. His experience in and taste for literary work, his knowledge of men and affairs, his lofty character, his love for humanity, his patience and tolerance all fitted him for this duty.

Dr. Hill was president of the Southern Educational Association in 1904.

The growth and prominence which came to the University during his brief administration, have been among the most pronounced educational movements in this country.

It is not too much to say that every educational interest

in the State has been advanced by his work. This is not all; he has broadened the educational horizon and inspired educational life.

President W. L. Prather

William Lambdin Prather was born near Paris, Tenn., May 1, 1848.

In 1854 the family settled near Waco, Texas. 1859-1860 he was a pupil in Bastrop Military Academy. 1861-1865 he was a student at Waco University (now Baylor University). 1866-1867 principal of Alvarado (Texas) School. 1867-1871 student in Washington College, A. B. LL. B., selected as student pall-bearer at funeral of R. E. Lee. 1871-1897 practiced law in Waco, Texas. 1897-1905 was president of the University of Texas. 1875 Mr. Prather married Miss Francis H. Kirkpatrick, daughter of Rev. John H. Kirkpatrick, professor of Moral Philosophy in Washington University. 1900 LL. D. was conferred on him by Washington and Lee University. 1901 LL. D. was conferred on him by University of Pennsylvania. 1905, July 24, died of heart failure in Austin, Texas.

Cleburne Lee Hayes

Born, Sinwood, Wilson County, Tenn., July 28, 1866. Married Elizabeth Pursley, Lebanon, Tenn., March 3, 1892. Drowned Isle of Pines, Charleston, S. C., June 14, 1906, while trying to save the life of a friend.

Elementary education received in common schools and Linwood Academy. Entered Peabody Normal College 1887. Received scholarship, 1889, L. I. Peabody Normal College, 1890. A. B. University of Nashville, 1891. A. M. Peabody Normal College 1905. Special course, University of Chicago, 1904.

Superintendent Schools Wilson County, Tenn., 1891; Principal Cookeville (Tenn.) High School, 1892; Principal City Schools, Lebanon, Tenn., 1893-'96; Principal City Schools, Covington, Tenn., 1896-'97; President Florida State Normal School, De Funiak Springs, 1897-1903; Southern representative Webb and Ware Drawing Books, 1905-'06.

President Tennessee Teachers' Association 1897. Member

Southern Educational Association. Author of "The Little School Mistress," a story for young teachers.

Frequent contributor to educational journals.

Eulogistic obituary is superfluous where the final act, as in this case, sounds so clearly the keynote of a life.

By his pen, his wise counsel in the class room and the example of his daily life he influenced many hundreds of young men and women throughout our Southland towards higher and more beautiful ideals of life and usefulness.

President Lyman Hall

Lyman Hall was born February 18, 1859, at Americus, Ga., where he began his education, at the Americus Public Schools. He then went to Mercer University in Macon for three years, leaving before his senior year and returning home to enter commercial life.

In 1877, however, he received an appointment to West Point, whence he was graduated with distinction in the Class of '81. His record at the Military Academy had been an unusually excellent one and his class rank high, but, owing to an injury received on parade ground during drill, he found it necessary to abandon a career in the Army.

After two years at the old Georgia Military Academy in Kirkwood, near Atlanta, he became Professor of Drawing and Assistant Professor of Mathematics at the South Carolina Military Academy in Charleston, S. C. During these years in Charleston, he married Miss Annie Toomer Jennings of that city, who with four children, two daughters and two sons, survives him.

In 1888, when the Georgia School of Technology opened its doors, Dr. Hall was selected to fill the Chair of Mathematics in the new institution; and so satisfactory was his work in this capacity that when Dr. Hopkins resigned the presidency of the school in 1896, Lyman Hall was unanimously elected to succeed him.

Besides the up-building of this school he found time to write several mathematical text-books. He became widely recognized as one of the South's leaders in thought and education, and as

an embodied force making always for the intellectual and industrial advancement of his native Southland. In recognition of these facts, Washington and Lee University conferred upon him in 1903 the honorary degree of Doctor of Laws.

On the 16th of August, 1905, in the very prime of his manhood and the height of his achievement, Lyman Hall died,—sacrificed to his ideal.

It is easy to underestimate the meaning and worth of a life like Dr. Hall's. Nonetheless, he has left a self-written record equalled by few of his contemporaries; and those who have eyes to see may read his true and full autobiography in the Georgia School of Technology as it stands today.

Dr. Joseph Harris Chappell

Was born in Macon, Ga., October 18th, 1840, and died April 6th, 1906. When a child in the early fifties his parents moved to Columbus, Ga. It was here he was reared and educated. It was here also he did some of the best work of his life. His education was continued at the University of Virginia. In the Columbus Female College he taught with increasing success until the college was destroyed by fire in 1884. In the same year he was elected president of the Normal College in Jacksonville, Alabama. His friends in Columbus induced him to return and establish another school for girls. This he did and taught with eminent success until 1892, when he was called to the presidency of the Georgia Normal and Industrial College, established in Milledgeville. This position he filled until 1905, when he was compelled to resign on account of ill health. It was while at Milledgeville that he wrote his "History Stories of Georgia," and prepared also an admirable course of lectures. Notable among those lectures were those on Robert E. Lee and Stonewall Jackson.

That he had unusual gifts and graces as a teacher is the testimony of all who have been thrown with him in the school room. His power to illustrate was one of his best and strongest gifts. He was himself the unselfish soul of honor and his deep and fervent consecration to the finest and truest ideals made him one of the most attractive of men.

President C. C. Cox

Charles Carson Cox, born in LaGrange, Georgia, April 16, 1864, was graduated from Mercer University in 1883 and from the University of Virginia in 1885. He married Miss Mamie B. Bacon at Columbus, Miss., June 4, 1888, who with their only child, Alice, is left to mourn the noble husband and father. Becoming president of the Southern Female College, at LaGrange, Georgia, in 1887, he moved this Institution to College Park in 1895. He departed this life May 21, 1905, and was laid to rest in Hillview Cemetery, LaGrange, Ga., May 22, 1905.

"Prof. Cox was endowed with intellectual capacity of the first grade. His mind was of rare quality and compass, keen in perception, comprehensive in grasp, logical and discriminating, progressive and yet cautious, scientific in method and philosophic in temper. In choosing teaching as a life-work, he followed natural inclination, parental example, acquired fitness, an inner call of duty, and the beckoning hand of a great opportunity in a well established institution. His success is demonstration of the wisdom of his selection. Hundreds scattered far and wide, who mourn him today, bear the impress of his ineffaceable instruction, inspiration and helpfulness."

President D. D. Pullock

Pickney Daniel Pullock, late President of Mercer University, was born Nov. 22, 1860, in Houston county, Ga. His boyhood was spent in his native county and in the county near Rome. He went to college at Mercer University and studied law at the University of Georgia, from which latter institution he received the B. L. Degree in 1884. After teaching for awhile in the public schools of the state, he went abroad for two years, traveling and studying. Returning to Georgia, he became superintendent of schools at Newnan, from which place he was called in 1893 to the chair of English in Mercer University.

Dr. Pullock's executive ability soon became apparent and upon the resignation of the President, he was made Chairman of the Faculty and the next year was elected to the presidency, which position he held till forced to resign by approaching

death. Prior to his election to the presidency of Mercer he declined the State School Commissionership offered to him by Governor Atkinson. In 1898 he was President of the Georgia Teachers' Association.

Dr. Pullock found in the work at Mercer an adequate means of the expression of his real self. His influence upon the college was hardly short of marvelous. While doing in a material way for the institution well nigh as much as all his predecessors combined, his greatest achievement was in a different realm. To love Dr. Pullock and to co-operate with him in his work became a passion with the students.

In utter self-forgetfulness Dr. Pullock gave up life in his work. In 1903 his health began to give way. The end came July 24, 1905.

He was "a true friend, an inspiring teacher, a Christian gentleman,—a man of love."

Mrs. J. G. Scrutchin

Mrs. J. G. Scrutchin of Atlanta, came of a distinguished ancestry, her father (Judge James Jackson), having been chief-justice and her great-grandfather governor of Georgia. Her mind, naturally strong, was developed by schools, by her taking the full course at Wesleyan Female College.

It is no small tribute to say that for eighteen years as teacher and school principal, she was true to her duties.

She died in Atlanta, May 27, 1906.

Miss Mary A. Cahalan

Miss Mary A. Cahalan, for many years a teacher in the public schools of Birmingham, Alabama, died April 8, 1906. She was born in Bourbon county, Kentucky, and completed her school education at St. Joseph's Convent, Columbus, Ga. She became a teacher in the first school established in Birmingham, and when the public schools were organized in 1883, Miss Cahalan was selected one of the teachers. In 1885, she became principal of the Powell School, which position she held until her death. The rapid growth of the city and the development

of her public schools were calculated to bring to the test the executive ability of the principal of the oldest and most important school in the city. Thousands of pupils passed under her tutelage and all loved and revered her.

She was a prominent worker in the Alabama Educational Association, and had often read papers before the Southern and National Educational Associations. She was a forceful speaker and had given considerable service in the institute work of Alabama, Mississippi and other Southern States. An organization has been formed in Birmingham for the purpose of erecting a monument to her memory. This monument will be in the form of a bronze drinking fountain located in one of the parks of the city near the Powell School, a fitting symbol of her life of service to the children of the city for more than twenty-five years.

J. S. Kendall

Born in Wilkes County, Georgia, November 4th, 1849. Died at Denton, Texas October 7th, 1906. He came to Texas in about 1875. His preparatory education was obtained under the tutorship of A. D. Candler, who subsequently became Governor of Georgia. He later attended the University of Georgia, and his final education was obtained in the University of Virginia, which work included a year of law study. His teaching began in Texas in 1875-6. On account of his delicate health he moved to Missouri in 1874, being at the head of Pritchett College, an endowed institution, for seven years, returning to Honey Grove in 1891, where for seven years he was Superintendent of the Public Schools. Being successful in his race for the position of State Superintendent in 1898, he retained the Superintendency until July, 1901, after which time he was President of the North Texas Normal.

Prof. Stewart: The committee ask me to request that if any person here knows of any other teachers of the South who have died within the last twelve months, that they would send a sketch to Prof. E. C. Branson at Athens, Ga. I move, sir, that the data sent be returned to President Branson with instruc-

tions to prepare it in proper shape for printing in the annual minutes of the Association.

Motion seconded and adopted.

President: You understand that this report is to be limited to the membership of this Association. I imagine that there are other members who have passed away during the year, and if you know of them please write immediately to Prof. Branson in order that their names may appear in the proceedings. Does any member of the Association at this time desire to make any remarks upon the life and works of any of those mentioned. If not, we will proceed with the program.

If there is no objection, invitations for the next meeting of the Association will now be received. The chair recognizes Supt. Cassidy of Lexington, Kentucky.

Supt. Cassidy: I desire to extend an invitation to this Association to hold its annual meeting in Lexington, Kentucky. Lexington is not only the center of Kentucky, but of the universe as well. I not only extend this invitation upon my own behalf, but I bring an invitation no less cordial from our distinguished Superintendent of Public Instruction and the good people of Kentucky. I have been much gratified to be with this Association, and I have enjoyed every moment of my stay in Montgomery. I have profited greatly by the excellent addresses that I have heard, and I wish every citizen of my own state could have been as fortunate.

We need you in Kentucky; we need the wise counsel and the spirit of progress and enthusiasm which I have seen manifested in this Association; we need the inspiration, which so earnest and intelligent body of laborers for the cause of education, is sure to bring. And so, Mr. President, if you will come to Lexington, you shall not only enter into our hearts and homes, but you will leave an impression that will redound to the good of the cause of education in Kentucky. So, you see, it is not altogether an unselfish invitation which I extend to you this morning. We need you.

But, rest assured, Mr. President, Ladies and Gentlemen, that, should you accept our invitation, you will get a royal welcome from our people. It is not for me to eulogize the hospi-

talities of my own loved state; but some of you have tasted it, and from the light in your eyes, the smack of your lips, and the smile on your faces we knew that you enjoyed it, even had you not told us so. The old Commonwealth's store-house is inexhaustible, and the latchstrings of the Old Kentucky Homes still invitingly hang on the outside. You have only to come, and pull these latchstrings, all of which work as easily as hairtriggers, to enter our hearts and homes.

We have plenty of interesting things in Kentucky for you to see. Mammoth Cave is the biggest hole in the world; Natural Bridge rivals that of Virginia; our Blue Grass is known wherever beauty and fertility are appreciated; we have a million-dollar capitol, which may be a two-million dollar capitol before you visit; we have thoroughbreds that fly on unseen wings and that are more talked about than our great men; we have the prettiest women—present company excepted—in the world, all of them being so sweet that the best New Orleans molasses stands appalled in their presence; we have noble men, who will take you by the hand, and tell you there is nothing too good for you, and see that you get it, too!

If you will come to Lexington we will let you lie down in our green pastures, and will lead you beside our distilled waters. If you should, perchance, fall in, we will see that you do not dry out so suddenly as to shock your system.

We want you to come to Kentucky, Mr. President, because we love the warm-hearted people of the Southland, and because we are sure that we will be helped by your presence.

President: Superintendent Cassidy failed to mention another characteristic of Kentucky people that my attention was called to last April when I visited Lexington. I was talking to a Kentuckian, and he was telling me all about the beautiful blue grass region, of the horses and beautiful women, and I said, "I understand Kentucky also has the reputation of being a bibulous State." He says "that is a fact, sir, I beg pardon, I forgot to mention it, it is a fact no people on earth have a greater regard for the Bible than we have."

Mr. Cassidy: I accept the amendment.

President: I have enjoyed the hospitality of which he

speaks, and I am ready and willing and do heartily endorse what he has said with reference to Lexington, Kentucky. Are there other invitations for the next meeting of the Association? You will recall that we have already received an invitation from President Tucker of the Jamestown Exposition Company to meet at Jamestown, and President Craighead extended an invitation last night to the Association to meet in New Orleans. Are there other invitations? if not, under the constitution and by-laws of the Association these gracious invitations will be referred to the Board of Directors, which board has the power to act.

President: Is the Committee on Resolutions ready to report? If not, we are forced to take up the subject assigned to Prof. Baskette, before his arrival. We will reverse the order somewhat and call upon Dr. Owen.

Dr. Thomas M. Owen, of Montgomery, on being called forward presented a Memorial of the Tennessee Library Association, praying the organization by the Southern Educational Association of a Department of Libraries. After reading the Memorial, Dr. Owen submitted a resolution authorizing such a Department, after which he briefly addressed the meeting in support thereof. He expressed regret that Mr. Baskette was not present, owing to a delayed train, but thought he would yet reach the meeting before adjournment. (The Memorial, Resolution and Remarks of Dr. Owen are to be found in full under the proceedings of the Department of Libraries.)

At the conclusion of his remarks Dr. Owen moved a suspension of the rules and the adoption of his resolution, which is as follows:

Resolved. That the formation of an additional department of the Southern Educational Association be and the same is hereby authorized, to be known as the Department of Libraries, to have for its object the promotion of libraries and library work, with special reference to their relation to schools and educational effort, such Department to be organized and conducted as other Departments of the Association, and under such rules as it may adopt, not inconsistent with the constitution thereof.

President: Under the constitution and by-laws of the Association, this resolution will have to go to the Board of Directors, as only the Board of Directors can authorize the estab-

lishment or creation of a new department. By unanimous consent we can change the constitution and by-laws. The question is on the motion of Dr. Owen, that we suspend the rules and put this resolution on its passage immediately, are you ready for the question?

Motion to suspend the rules unanimously adopted.

Resolution submitted, adopted unanimously.

President: I have no doubt the Board of Directors will take such action.

President: Is the Committee on Resolutions ready to report?

Mr. Cassidy: Before the report, I would like to ask a question for information. Where and when does the Board meet to choose a place for holding the next meeting?

President: Immediately after adjournment, either here or in the parlors of the Exchange Hotel, but for your information we will say that we found it advisable in the past to authorize the Executive Committee of Board of Directors to select. There are several things to be looked into, hotel accommodations, railroad rates, etc., but the Board of Directors, I am sure, will be glad to have you before them at the meeting to be held in the parlors of the Exchange Hotel immediately after adjournment.

President: Superintendent Phillips, chairman of Committee of Resolutions, is recognized.

RESOLUTIONS.

The Southern Educational Association, assembled in its seventeenth annual session, reiterates its faith in the power of the school as an essential agency in the material, civil and moral development of the whole people; it emphasizes the necessity of effective organization, liberal public support and economical administration, in order that all the youth of our land shall enjoy the largest possible measure of educational opportunity, and to this end publishes the following:

DECLARATION OF PURPOSES.

1. We recognize the integrity of method and unity of purpose in all educational departments from the kindergarten through the university; we commend the establishment of kindergartens in cities, villages and

rural communities, and approve the effort to incorporate this department as an organic part of the public school system; we emphasize the need of public high schools for rural as well as urban communities, and urge the encouragement of secondary education by substantial legislative support, and the recognition of the Public High School as a department of state education, coordinate with the elementary school and the college; we urge that the several departments of our educational system, in city, county, and state, shall be so adjusted, by concentration and correlation, as to prevent unnecessary waste, by diffusion of means or dissipation of energy, or by duplication of courses of study and material equipment.

2. We re-affirm our belief in the principle of local taxation for schools as just and equitable, and urge that the proportion of school funds thus derived shall be largely increased in every southern state, thus developing a higher degree of community interest and responsibility and a larger measure of efficiency in the schools of the people.

3. We emphatically declare our adherence to the principle of local control in education, and our opposition to the assumption of authority over, or interference in, the educational affairs of our cities and states, by the Federal Government.

4. Believing that the duty of the state to establish and maintain schools for all its educable youth implies the coordinate right to render its provisions effective, we endorse such legislation in the several states as shall effectually restrict child labor, and secure the compulsory attendance at school of all educable youth under fourteen years of age.

5. We hail with pleasure the tendency towards greater economy and efficiency in school administration by the consolidation of schools, both rural and urban, the demand for better teachers, better salaries, longer terms, better school buildings and equipment, and more efficient supervision.

6. While we endorse all agencies employed in the special preparation of teachers, and in the improvement of teachers already in the service, we urge insistence upon a grade of scholarship which shall at least be equivalent to that required for the completion of a good high school course, as a pre-requisite to entrance upon a course of professional training.

7. We urge the importance of the study of agriculture, domestic science and the manual arts, in both elementary and secondary schools, and endorse the idea that the school shall fit the child to become an economic as well as a political and moral factor in the civilization into which he is born.

8. While we endorse physical culture and athletics in all schools, we deplore the tendency in some high schools and colleges to lower the ideals of our educational institutions by the questionable practices and intemperate enthusiasms of strenuous athletics, and urge the importance

of preserving in all things educational a due sense of proportion and a sane regard for the true ideals of academic and university life.

9. Believing the library to be an important and an essential factor in the development of a people, we endorse the movement to secure libraries for all schools, rural and urban, and urge the necessity in the several states of such legislation as shall promote this end.

10. In order that the several educational organizations of the Southern states may be more effective, we cordially invite all such organizations to meet with the Southern Educational Association in its annual meetings, in order that the strength of each may be supplemented by the strength of all.

In conclusion, we tender the sincere thanks of this Association to the several officers who have labored so successfully to make the session now closing so profitable; our thanks and grateful acknowledgment are also due to the Commercial Club of Montgomery and to the several local committees who have so carefully provided for the comfort and entertainment of the Association, to the railroads for reduced rates, and especially to the press and citizens of Montgomery for the many kindly courtesies extended to the membership of the Association.

Respectfully submitted by the Committee,

J. H. PHILLIPS, Chairman.

President: You have heard the report of the Committee on Resolutions, what will you do with it? The question is on the adoption of the resolution. Will you be kind enough to read it again with reference to national aid?

Supt. Phillips: There is no reference to that, we emphatically declare our adherence to the principle of local control in education, and our opposition to the assumption of authority over or interference in the educational affairs of our Southern States by the Federal Government.

President: I understand that does not mean that the committee goes on record as opposing national aid?

Supt. Phillips: No.

Report of committee unanimously adopted.

President: Is the committee ready to report further?

Supt. Phillips: In regard to the resolution read by Supt. Hill to the Association, a little while ago, we have referred this back to the Association without recommendation.

Mr. Strickland: I move that the resolution offered by Supt. Hill be adopted by the Association.

Motion seconded.

Supt. Phillips: May I ask for further information in regard to the resolution? As I understand it, it does not commit the Association in any way to participation in the project outlined, nor in financial responsibilities, not even in participation—simply an endorsement of the plan, that the individual membership of this Association who shall see fit to take part in the movement may know that the movement is commended. I understand that is all, and that being the case, I heartily favor the resolution. But the suggestion has been made that a committee be appointed by the Association. I doubt, very much, the advisability of the Association's appointing any committee. I think there should be a separate organization, and its own committees be selected, rather than the appointment of a committee by the Association. That part of the resolution might inadvertently commit the Association to responsibility at least for the movement. I do not know that any modification of the resolution is necessary with the exception of the part with regard to the appointment of a committee. I would rather leave that out.

Mr. Strickland: I do not think that is necessary at all, the preamble of the resolution sets out the plan. Everything has to have a beginning, and it seems to me that it is merely having a committee appointed to get this matter started. It simply calls upon the Association to start it out by having a committee to make a beginning, and then it specially states in the wind-up that the association is not committed to it financially or otherwise. It simply commends it and starts it out by getting this committee of men of Southern educators. I think it would interfere with the plan to make the amendment that Superintendent Phillips suggests, and I do not believe that according to the resolution it would interfere with the Southern Association in any way to have that committee.

President: The chair understands that no motion is before the house as an amendment. Dr. Phillips, did I understand you to make a motion?

Supt. Phillips: No, sir, simply suggested a point.

President: The question is on the adoption of the resolution.

Supt. Phillips: I simply want the Association to be clear on that point. The President by resolution of the Association appoints the committee. This committee, I take it, would necessarily make its report to the Association of its acts. I wish to call the attention of the Association to that fact, in order that the path may be clear, and if a committee appointed by the President of this Association it strikes me that the Association is responsible for the organization.

Supt. Tighe: It seems to me that the point raised by Superintendent Phillips is well taken, and if you will move the amendment to strike that out, I will second the motion. Do you offer that as an amendment?

Supt. Phillips: If there would be a substitute motion endorsing the movement.

Supt. Tighe: I will make the motion endorsing the movement with the exception of the appointment of the committee.

President: Supt. Tighe offers as a substitute for the resolution that the Association merely endorse the movement set forth in the resolutions. Does that motion receive a second?

Supt. Phillips: I second that substitute.

President: The chair recognizes Prof. Buchner.

Prof. Buchner: In view of the substituted motion, I have nothing further to offer.

Prof. Harmon: It occurs to me it would be more satisfactory, if we adopt the resolutions with that part left out.

Supt. Phillips: It may be wise to read this again inasmuch as the appointment of this committee is the essential part of this resolution. (Reads). The first part of the resolution I am heartily in favor of, if the 2d, 3d, 4th and 5th are left out.

Supt. Tighe: I will include that in my substitute, that all of it having to do with the appointment of committees and the organization of the corporation be omitted.

Supt. Phillips: You substitute that?

Supt. Tighe: I make that as a substitute for the original resolution.

Supt. Strickland: I am sorry Supt. Hill is not present. I do not know very much about this movement, it was mentioned

to me only this morning. I know Supt. Hill has thought about it, and others have thought about it with him, and I should like very much to see that resolution adopted as it is by the Association. I do not believe that it is going to hurt the Association, I believe it will help the Association, and as it specially sets out in the resolution that it does not involve financially, I can see no harm in the Association simply giving this project a beginning, and that is what it does, only an endorsement, and I should like very much to see the members of the Association in the absence of Supt. Hill who is not here to explain it fully himself, give their endorsement by adopting this resolution just as it stands.

President: The question is on the substitute offered by Supt. Tighe, that the resolution embodying everything in that except the committee part, be adopted by this Association.

A Member: It strikes me that this thing is just where it was last year. Unless this Association has its committee appointed nothing can be done until the next meeting. If there is danger of the first motion of reporting to the next meeting being lost I will add as an amendment to the first part of the resolution, to report to the Association at next meeting, and be taken up and settled at that time.

Supt. Phillips: I simply want the Association to get the idea presented in these resolutions. The idea is a good one as a private enterprise, but here we provide for an organization, we provide for the appointment of a special committee, such committee shall obtain options if they see fit or purchase land suitable for this purpose. This Association by the appointment of the committee, and by the authority given to this committee, necessarily becomes responsible. The fact that we authorize it by resolution to buy lands, and then by another part of the same resolution say we will not be responsible for those lands, is, it strikes me, inconsistent. A resolution, one part of which provides for taking options on the purchase of lands, and another portion of which declines any responsibility for the action of its own agent, it seems to me is rather inconsistent. I am willing to endorse the movement as a private enterprise

and as a Southern enterprise, but I am not willing to commit this Association to the appointment of a committee and to authorize that committee to make these purchases. The fact that in another part we disclaim responsibility has no effect whatever. We will be responsible for any purchases made by this committee, at least morally responsible, if not legally.

Supt. Tighe: As I understand it, the chief purpose of the promoters of this movement in bringing these resolutions before this body, is that the matter be given publicity among the teachers of the South, and I believe the men chiefly interested in it here would like to found a kind of educational colony of culture, somewhere in the mountains, for teachers to go and have an outing. As I understand it, the chief purpose of the resolution is to popularize the movement, and it seems to me that the substitute offered here by me will serve to do this just as well if we leave off the appointment of the committee. These gentlemen can arrange their own committee, I should think, and carry out the movement just as well as if the committee did that. I do not see why they cannot, and there may be a possibility of the Association incurring liability as Mr. Phillips suggests. Now if it is not the purpose of the promoters of this movement to in any way bring the Association into any liability for the organization of this plan—and they do not want it done—I am sure if they were here they would endorse the substitute.

President: The question is on the substitute, which has not been written out, but which you understand, offered by Mr. Tighe. Are you ready for the question?

Substitute adopted.

President: It is a matter of very great pleasure, I am sure, that Mr. Baskette has found it possible to arrive before adjournment. He has been a leader in the library question in the South, and I am sure you will hear him with pleasure.

President Baskette: I will not detain you long. I wish to express my very deep regret that a combination of circumstances prevented me from being here a day earlier to pay my respects to this body which has so honored me with a place upon its program. I learn after coming that Dr. Owen has pre-

sented a matter, which I have at heart, to this Association, and that a committee has been appointed and arrangements have been made, for the formation of a department.

I have a brief paper which I will present to you, with your kind indulgence, simply to fill the bill as it were, and not be placed under the reproach of having failed to appear and do my part in the program.

Pres. Baskette reads his paper.

President: There will be a meeting of the new Board of Directors in the parlors of the Exchange Hotel this afternoon at 3 o'clock.

Secretary Tighe: All of the ex-presidents of the Association are members of the Board, and should be present.

President: I am going to request Dr. Owen to take charge of the work of organizing the Department of Libraries, and ask every one to remain for a few minutes.

With the exception of the department meetings to be held this afternoon, I declare the seventeenth annual meeting of the Southern Educational Association adjourned.

R. J. TIGHE, Secretary.

MEETING OF THE BOARD OF DIRECTORS, 1906.

*Exchange Hotel, Montgomery, Alabama, December 27, 1906,
10:30 p. m.*

Present: John W. Abercrombie, Z. V. Judd, E. P. Burns, G. R. Glenn, H. C. Gunnells, R. J. Tighe.

President Abercrombie presided.

The purpose of the meeting was to hear the report of the Treasurer which was read by Mr. Burns, and the following committee was appointed to audit his books and report on same to the Association: G. R. Glenn, Z. V. Judd, H. C. Gunnells.

The meeting adjourned.

R. J. TIGHE, Secretary.

DIRECTORS' MEETING SOUTHERN EDUCATIONAL ASSOCIATION.

Exchange Hotel, Montgomery, Ala, December 29, 1906.

Meeting was called to order by President R. J. Tighe. Members present: Dr. J. W. Abercrombie, Alabama; Dr. J. H. Phillips, Alabama; Dr. Junius Jordan, Arkansas, former presidents of the Association.

Directors for 1907:

Alabama—Harry C. Gunnells, Montgomery.

Arkansas—J. J. Doyne, Little Rock.

Georgia—E. P. Burns, Atlanta.

Louisiana—S. E. L. Brown, Haynesville.

Mississippi—C. G. Lynch, Iuka.

North Carolina—Zeb V. Judd, Raleigh.

Tennessee—J. W. Brister, Nashville.

Virginia—H. R. McIlwaine, Hampden-Sidney.

Items of business were attended to as follows:

(1) Report of Treasurer, E. P. Burns, read and accepted. The same is appended.

(2) A motion was passed to recommend the Executive Committee to consider the week of Thanksgiving as the time best adapted for holding the meeting of the S. E. A.

(3) A motion was made and passed that a western or southwestern city will be more preferable in which to hold the next meeting, New Orleans suiting the directors better than any other mentioned. Raleigh, N. C., was added to the list of cities inviting the Association.

(4) It was passed that the Library Association be made a department of the S. E. A.

(5) Motion was made and passed suggesting to the Executive Committee that some means be used to secure free transportation of Superintendents to future meetings of the S. E. A. It was the sense of the directors that the State Department of Education in the several States be urged to take this matter in hand. In connection with this motion, a further suggestion was made that the usual courtesies of the National Educational Association allowing the President of the Southern Educational Association to appear on the platform and announce the meetings of the S. E. A. be renewed by acceptance.

(6) It was passed that the retiring Secretaries of the several departments of the S. E. A. be added to the Publishing Committee; and that should the Publishing Committee deem it wise to accept the bid of Mr. Bierly in consideration of the publication of the papers from time to time during the year, they should exercise that power.

Meeting was adjourned.

J. B. CUNNINGHAM, Secy.

ADDRESS OF WELCOME.

GOVERNOR WILLIAM D. JELKS, ALABAMA.

It is always a pleasure to me to be present and take part on an occasion like this. I can probably follow the speakers with as much interest as any person who may sit under their voices. Not one word by any speaker will I wish unsaid if his purpose is, or the likely result will be, an increase of the appropriations or subscriptions or contributions to school funds; add to the character of the engaged teachers; prolong the average terms of the schools, or make additional provisions for the wage of individual workers. You cannot say anything along these lines likely to hurt my feelings. I can run a race of words and deeds of this kind with the warmest number of you.

If to insist that the schools be improved, not in a slow, steady way but by leaps and bounds; to demand that our boys and girls have an opportunity, not two years hence, but on the spot, now, is an evidence that a man is crazy, then I am as crazy as any of you can be. Hear me, to do these crazy things is the sacred duty of the people of the State!

We have been growing some in Alabama, allowing me to speak for this State in your presence. In six years we have well nigh doubled our appropriations and contributions, counting all sources, for public schools, and yet I almost dare to tell you that even that pace is for the present too slow.

While speaking of Alabama, and you will allow me an hour on this line, what are we to do? First let's get the legislature to allow us to vote on a change of the limitations on the county school tax and increase the limitation from one to three mills, and at the same time allow school districts to tax themselves making the unit smaller. Then I suggest, still discussing matters, in this state, that we do something to that vast surplus at the Capitol. I will tell you a secret: We got it together for you!

Let us have the state to help communities build here and there pretty school buildings in a uniform color, say yellow, or red, or white—you might adopt the color at your present meet-

ing—with a garden about it, a building that sets square on at least four legs (because I have noticed they do not usually do that) sealed inside and out, and capable of being made snug and warm, because I have noticed they are not usually so.

Let us in all the states help the counties build and support one high school in the midst of the fields, not in the towns, so that the boy can get his logarithms and his languages near home for I have noticed if he goes too far away he will not know either the numbers or the language of the old things any more, the numbers being a new tale and the language one he would prefer to forget. Any system that breaks up the farm is evil, top, bottom and sides. After all the schooling we get, and whether we get any, the old farm must feed us. The merchant lives by it. The railroads draw their subsistence from it; the doctor and the lawyer get their fees there, to say nothing of the school teacher. The great need is to educate the boy at home. Let us educate the children for the farm and not away from it. Agriculture is our chief industry. Pig iron and steel and cement have their uses, but agriculture is the Prince Primus of the industrial family. All the royal sons of the South must bow down to the first-born and chief. Upon my sacred word, any school is undeserving of the state's money that does not teach the child to understand the nature of the growing plant to the end that he may learn to love it.

Let us then have a red, or yellow, or white schoolhouse, and of one color, in every county or parish, but teaching the higher studies, with a model farm about it. The system might be expensive, and yet I do not hesitate to say to you that hardly any imposition on the business or industry or farming interest of and state can be too heavy, if it is properly used in this great work.

You are the poorest paid people in America, next to your wage is that of the preachers. The highest in purpose and deeds these classes, and the lowest in income. Here are curious economic phenomena, and on the theory, no doubt, that you feed on mere elevation, and do not require ordinary viands. That you clothe yourselves in moral and intellectual dreams and do not need flannels. It should not be so. From the first fruits in character and capacity, should they be selected for the great

work of teaching, and I say *selected* advisedly. They should be picked out as one picks out the best seeds, or the most promising plants for a future crop. They are to have charge of the youth of the land. They are to plant and water in the greatest garden of all. On the crop which they will raise will depend the future of all the states and this great government. The furnace and the farm, the shop and the mill turn out products of infinitely less value.

The teacher should be a man of character. The boy or girl ought to instinctively feel an elevation in his presence. He should be a man of learning beyond the mere text books. Let the boy perceive day by day that there are elevations which he had not known before. I should want him to feel, while not comprehending the real height of the teacher, that he beckons him on, he beckons him on to the higher heights. Inspiration is frozen when the scholar is able to measure the exact height, depth and thickness of the instructor.

Finally, there can be no ideal country where the laws are unobserved. We lack a full respect for them in the South and in the whole country. Here is a great work for you, my friends. The growing child must be brought up with respect for authority, and induced to honor all the laws in the books; to shudder at the thought of murder and assassination to the end that when he grows up he may teach and preach that the murderer, without the interference of any sickly sentimentality, shall suffer the highest punishment of the law, and that such punishment is as certain as is the crime. A school that takes the state's money is deficient in its duty if it does not do its full part towards instilling into the minds of the youth an unflinching love of the institutions of its state and its sacred statutes.

There should be no such thing as a cheap teacher. The teachers we need will not be satisfied with being only clothed in intellectual dreams. They will be very human and will want a salary.

You are engaged in an immense work, only one profession is higher. You are entitled to receive a warm welcome from all our people, and I assure you that you are welcome to the state of Alabama, and that we shall all enjoy every day of your stay with us.

ADDRESS OF WELCOME.

HON. I. W. HILL, Alabama.

Mr. President, Ladies and Gentlemen:

America is in her infancy. She is now in the making. The two most potent influences upon American life are the home and the school. Would you work any great change in any American institution of the next generation, teach that change in the schools of this generation? If this be true, how important is it that high ideals be found in the office of the college president, in that of the superintendent of education, and at the desk of the teacher. The wise teacher studies not only the individual life of the child, but also the home life and the civic and physical environment of the child. He must always have a definite aim in view, for upon his shoulders, to a great extent, rests the solution of the many difficult problems which will arise in this country in the near future. These problems will be industrial, civic and ethnological. Upon the men and women assembled here on this occasion will rest heavily the burden of the proper solution of these questions in the southern states. It behooves us then to study well the character and environment of the people upon whom our work must be wrought. This people is made up almost entirely of Anglo-Saxon stock. Although speaking different languages and called by different names when they came to America, less than two thousand years ago, they constituted one great family along the shores of the North Sea. Settling along the coast of Virginia, North Carolina, South Carolina, and Georgia, they and their descendants have gradually followed the great "Course of Empire" westward. Through their veins flows the strongest, cleanest, purest blood to be found in the world, for they have never been contaminated by undesirable strains. Such is the character of the population with which we, as teachers, have to deal. Liberty loving and believers in local self-government, these people have ever stood and will ever stand as barriers to the trend of centralization which obtains in governmental affairs.

Occupying a section of our country unsurpassed in natural

resources, blessed with a temperate and salubrious climate, these people have only just begun to appreciate their surroundings. It is our duty, so to speak, to correlate the child with his environment.

A study of the program which has been promulgated, as a basis of our discussions, will convince any one that we appreciate the gravity of our position. It shows that we have met to devote a few days in consultation along lines that are worth while, and the educational forces of Alabama, whom I have the honor to represent, welcome you to this our capital city for these deliberations.

About forty-five years ago delegates from several of the states here represented, assembled in this city to institute a New Government. Upon the seal of that government is found the inscription "Deo Vindice." Let the representatives of the states here assembled provide a new seal to be stamped upon their work hence forward, and let the inscription upon that seal be "Ad Majorem Dei Gloriam." Ladies and gentlemen, we welcome you to our state, to our city, and to our homes.

RESPONSE TO THE ADDRESSES OF WELCOME.

HON. G. R. GLENN, Dahhlonga, Ga.

(Stenographic Report.)

Mr. President, Governor, Superintendent, Ladies and Gentlemen:

We are very glad to come to Alabama, glad to hold this meeting in the city of Montgomery. We are especially glad to meet in a state which has done so much for education as Alabama has done in recent years. It is well that the Governor and your President have said such kindly things about the men who are responsible for the great work that has been going on in this state for the last few years. You have learned here in Alabama how to give folks taffy. You know Grady said:

"If you would give folks more taffy while living, they would not need so much epitaphy when dead."

We all rejoice to hear these kindly words of those good peo-

ple. It is a blessed occasion that provokes such words of praise while the beneficiaries are still in life to hear them.

We have not come here, Mr. President, Ladies and Gentlemen, upon a holiday excursion. We are not here for change and rest—the railroads have already gotten our change, and the hotels will get the rest. We are here on a serious mission. There is no more serious business in this world than the business of those who are earnestly engaged in educating and saving the children. I can say further we are not here to exploit our individual theories about education. We are serious people brought together in a serious conference. We are here, Mr. President and your Excellency, to study educational conditions as we find them, and as we can observe them in a heart to heart and life to life contact. I never did believe much in theories of education. I have usually found that the fellow whose head is full of theories—why, he usually thinks in fog-banks and expresses himself in smoke. I confess I have not very much patience with theories, and I do not think you will find we have many people here with fads or theories. I never run across one of these fellows with a theory that I do not think of a piney woods story that I got one time when I was in the southern part of my state. I found a fellow down there who had a fad of his own of breaking a calf. He had been told how to break a calf but he had his own theory about it. He said the way to break that calf was to yoke himself in with the calf, and teach the calf. So he yoked himself with the calf and the calf at once concluded to annihilate the distance between where he was and somewhere beyond him, as fast as he could. The calf started out to exploit his own theory about breaking in that boy and presently he increased his speed to the point where the boy had to tip-toe to keep up with him. Somebody who saw the performance called out to the boy,

“Look here boy, where are you going?”

The boy said; “I don’t know, ask the calf.”

And when I find one of those fellows so full of theories and so full of fads, I always think of the calf and the boy. I do not think he knows where he is going. The knowledge that comes from a thoughtful study of actual conditions is the knowledge

we seek. We want to look at these conditions as they are, with open eyes and hearts, and we want to find out what the conditions teach, not what the theories teach. If the theory is derived from a careful and intelligent study of conditions and facts is may be all right. If it is based upon pre-conceived notions it may be all wrong. I believe, Mr. President, Ladies and Gentlemen, that when we school-masters, every one of us, come face to face with the educational conditions in this state and in my state and in all our states, and study the lessons that those conditions teach us, we will arrive at the starting point of real reform and real progress.

I am told you have people in Alabama who have theories. I was in Superintendent Hill's office this morning and he told me you had people here who had theories about agriculture. He said he had a man teaching in one of the agricultural schools who went out to teach one of your farmers in Alabama how to feed stock. He went out to spend the night with the farmer. The next morning the farmer was about to feed the pigs, when this agricultural man thought he would instruct him how to feed his pigs. He saw the farmer get some corn and throw it over into the pen to the pigs in the old fashioned way, and called to him and said:

"My friend, my friend, what are you doing?"

The farmer said: "I am going to give the corn to the pigs."

He said: "Don't give that corn to the pigs, my friend."

"Why?" said the farmer.

"Because that corn ought to be soaked a good long time before you give it to the pigs."

The farmer asked again, "Why do I want to soak it?"

The pedagogue replied: "You know if you soak the corn before you give it to the pigs, the pigs will digest the corn in a good deal less time."

The farmer grunted louder than the pigs did and cocked his eye and looked at the agricultural teacher and said: "Well, what is a pig's time worth anyhow?"

That is a case of theory run mad. And now, my friends, I leave off as I began. Let us continue to study educational conditions as they are, not as some man dreams they are. Let us apply practical intelligence to child life as we find it, keeping

ever before us the fact that a child's mind is a thing that grows and that each child must do its own growing. This is God Almighty's law and you and I cannot change it. What we can do is to study the child as we find him and discover the laws of life and growth. In this way only can we know what will nourish and develop a growing child. That is what we have met here to do. In the world about us, whatever grows is divinely fed. When every school-master in the country shall have learned that he, himself, must be divinely nourished and fed before he can feed and nourish so divine a thing as a little child, he will have learned the first law of his professional life. It is an old prayer but let us pray it earnestly "that we may give the children food convenient for them."

Mr. President, your Excellency, Superintendent, Ladies and Gentlemen, we thank you for this gracious welcome.

ANNUAL ADDRESS.

JOHN W. ABERCROMBIE, President Southern Educational Association.

LAWLESSNESS: ITS CAUSES AND ITS CURE.

Ladies and Gentlemen:

By order of the Executive Committee, the Seventeenth Annual Session of the Southern Educational Association is now convened in the capital of Alabama. This order was made in response to gracious invitations extended by the Governor of the state, the city Board of Education, and the Commercial Club of Montgomery.

It is fitting that this meeting should be held in this city, for a reference to the calendar of meetings discloses the fact that the Association had its origin here. It was organized in the month of July, 1890, under the leadership of Hon. Solomon Palmer, then state superintendent of education for Alabama.

From the beginning, it has been the custom for the presiding officer, at the opening session of the annual meeting, to deliver an address upon some subject selected by him. In view

of the conditions which prevail in every section of the country, especially in the territory covered by this Association, I have thought it to be appropriate to choose for my subject, Lawlessness; Its Causes and Its Cure.

DEFINITION OF LAWLESSNESS.

For the purposes of my address, lawlessness will be considered as meaning any violation of constitutional or statutory law, any departure from the recognized standards of honesty and virtue, and breaking of the established rules of probity and integrity, any disregard for personal or property rights; in other words, any deviation from the principles underlying the Golden Rule.

LAW AND LIBERTY—TYRANNY AND LICENSE.

All government, whether it be social, civic, or religious, is founded upon law and liberty, and the highest and best development is attained through a proper blending of these two elements. Each is an essential element, and each has its counterpart. Law may be perverted into tyranny; liberty may degenerate into license. Observance of law tends to orderliness; excess of liberty leads to lawlessness. Law and liberty are the handmaids of civilization; tyranny and license are monstrous evils, and are never seen united, except in opposition to truth and justice.

Human nature, lower human nature, rebels against law and abuses liberty. Its tendency is ever toward tyranny upon the one hand and license or lawlessness, upon the other; and to a yielding to this tendency, in the one direction or the other, may be attributed all of the evils of the times.

Thanks to an all-wise Creator, there has been implanted in every human being, side by side with his lower self, the germ of a higher nature, which, if properly cultivated and directed, will develop into a controlling force in his life. And one of the most marvelous provisions of the human mind consists in the fact that it is able, of its own volition, to set up a high standard for this better self, and strive to attain it. When the better self

rules, law and liberty are enthroned; when the lower nature prevails, tyranny or license is exalted.

He who looks only at man's better nature sees only good in the world. To him, law and liberty are ever in the ascendancy, and in the proper proportion. He who looks only at man's baser nature sees only evil in the world. To him, tyranny or license is always predominant. He who can consider man's two-fold nature is fortunate in his temperament, and, if he blends in the proper proportion his optimism and his pessimism, is a wise and happy man in his day and generation. To him, and to such as he, must we look for a sane consideration of pending problems.

At the risk of being classed with those who have been described as pessimists, I am going to call your attention to some of the conditions which have come from too general a yielding to the tendencies of the lower nature. Sometimes it becomes necessary to expose the dark, in order to produce the bright side. Let this be my excuse for discussing the unpleasant.

PREVALENCE OF LAWLESSNESS.

The American continent was settled by people who sought escape from the horrors of tyranny and injustice on other shores. It is not surprising, therefore, that from the very inauguration of our government there has existed a strong tendency to stress individual liberty, and to minimize the importance of law and its orderly execution. This tendency has been stressed in both church and state, and has found its way gradually into all the avenues of life. As a result, the country is drunk from very excess of liberty. Only now and then, only here and there, has law been emphasized to the point of tyranny.

No deep investigation, no mysterious manipulation of syllogistic reasoning, is required to reach this conclusion. It proves itself in the every day experiences of everybody. In all the fields of human endeavor, the evils of unrestrained license are manifesting themselves.

In Business Life. Those evils are revolutionizing business life. Old practices, old theories, old ideals, old conceptions of personal rights are passing away. Nothing is fixed.

Success at any price is coming to be the motto. That which is not prohibited by statute is regarded as permissible. Take every advantage under the law; if possible, evade the law; if necessary, violate the law, is the too general practice.

Paradoxical as it may seem, this excess of liberty in business affairs is being organized to the end that combination is lessening the field for independent individual effort, and monopoly is feeding and growing fat upon legitimate personal endeavor.

In Social Life. And modern standards of society are undermining the basis of right living. To shine in the social function, to be a recognized leader in the upper circle, to live the life of the butterfly, is coming in some quarters to be more greatly desired than the fruitful life that springs from honest toil.

Money is being made the chief qualification for high social standing. Gold is valued above brains; ill-gotten wealth above nobility of character. Marriage is laughed at; its sacred vows are made to be broken; and the divorce evil threatens to make of the home a veritable pandemonium.

In Religion's Realm. The church is disturbed by contention from within and by criticism from without. Those who, by virtue of the high faith professed, should be shining lights of Christian consistency, are too often examples of contemptible hypocrisy. People who should live in the sunshine of fraternal happiness, not infrequently wallow in the mire of greed and dishonor.

Indulgence in the gambling habit, gratification of sensual desires, disregard for the rights of others, obedience to the demands of money-making, and the growing tendency towards money-worship, are dwarfing and enslaving and brutalizing many human hearts.

An alarmingly large number of people act as if they were created only to eat, sleep, breathe, glitter, and pass away—as if it were all of life to live and all of death to die.

In Political Life. Government, too, is threatened, threatened by both tendencies. Intoxicated by certain phases of material development, maddened by the allurements of territorial acquisition, frenzied by phenomenal success at arms, we are

drifting upon a policy of subjugation and colonial expansion, imperialistic in tendency, which is causing many patriotic, thinking people to regard the country's future with feelings of deepest solicitude. With misgivings and with fear should we contemplate the carrying of the flag where the constitution does not follow.

There is developing that centralization of power which, like some hydra-headed monster, may devour the civic rights of the people. And, a natural outgrowth of centralized power, political corruption is sucking, like a vampire, the governmental life-blood. The teachings of history warn us to beware of these dangers.

There is felt frequently the shock of conflict between labor and capital, two powerful antagonists, which, but for lawlessness upon the part of the one or the other, would be friendly allies. At times the whole world stands appalled at the fierceness of these conflicts, and sometimes the very foundations of the government are made to tremble in their places.

Protection for protection's sake presents its seductive form, and there come forth palaces, riches, power, pomp, and splendor for the few; huts, poverty, wretchedness, misery, and ruin for the many. Justice, equal and exact justice, pleads for a departure from this oppressive policy.

There exists that materialism, idolatry to which has been the downfall of governments powerful and magnificent, and which, infused as it is into all the transactions of life, is an angel of pestilence dropping germs of destruction wherever it sweeps. The golden age of Augustus and the results that followed tell what the harvest may be.

THE TAKING OF HUMAN LIFE.

But just now the most alarming phase in which the spirit of lawlessness manifests itself in the United States, is that of homicide. The frequency, the recklessness, and the impunity with which human life is taken should bring the blush of shame to the face of every patriotic American. Nay, it should cause a shudder of horror to shake the nation's heart. In no other civilized country is human life so cheap. In pagan Japan even,

it is valued ten times more highly. We have annually, for each million of population, about twenty-five times as many homicides as Germany; twelve times as many as England and Wales; nine times as many as France; eight times as many as Belgium; thirty times as many as the city of London.

With nearly ten thousand homicides annually, and with the railroads, factories, and mines killing a like number, this is indeed a land reckless of human life. And who will say how many of those who lose their lives in railroads, factories, and mines are the victims of avarice, of license, of lawlessness?

And what are the courts of justice doing to remedy the situation? It is a matter of common knowledge that a murderer possessing wealth and influence is rarely punished adequately. In the South especially, if the accused be a white man, and the victim be a negro, acquittal is practically certain. If he be a negro, and the victim be a white man, conviction or lynching is the almost invariable result. It is seldom, except when equal kills equal, that anything like impartial justice is administered.

Laxness in the enforcement of law is not limited to any section, and the percentage of increase in homicidal crime is growing at a bewildering rate. It has been said that we murder both by retail and by wholesale. Everywhere we have excess of liberty, unbridled license, barbaric lawlessness. Doomed is the country, if the spirit of lawlessness be not checked.

Reference has been made to the practice of lynching, and to the student of government therein lies the most alarming feature of homicidal crime. At first, the "usual cause" was assigned; then, murder; then, misdemeanors; then, trifling offenses; then, mere race membership; Negroes have been lynched, murdered, for no other reason than that they were negroes. Worse than that, they have been taken from the officers of the law, even from the temples of justice and lynched. And this has been done when prompt conviction and punishment were certain.

At first, lynching was infrequent; now it is frequent. At first, only negroes were the victims; now white men are lynched occasionally. And the lynching evil, like other forms of homicide, is confined to no section of the country. At the present rate, one is constrained to wonder how long it will be till the

court is superceded by the mob. Is self-government to prove a failure? Is the result to be complete anarchy, a drifting back into the darkness of barbarism?

It is plain to all intelligent, observant, patriotic, thinking people that there must be a speedy reversal of the tendencies of the times. Popular government is jeopardized. Civilization is in the balance. There is but one course for all law-abiding, country-loving citizens to pursue. The masses of the people must be brought to a realization of the fact that lynching, under any circumstances, is not justifiable; that it is a crime against God and country; the greatest of crimes; that it degrades and brutalizes all who participate, even all who witness or condone; that crime is not a preventive but a producer of crime; that lawlessness begets greater lawlessness; that hatred and revenge breed hatred and revenge.

Officers of the law must be made to realize that a yielding to the demands of the mob is inexcusable, cowardly, criminal; that it is infinitely better for civilization that the lives of many lynchers should be taken, if necessary, in a successful effort to enforce the law, than that a single life, even that of the most depraved criminal, should be sacrificed to the mob. Oh! for a copious outpouring of the spirit of fearlessness in the execution of the laws of the land! Not till then will the highest function of government, the protection of human life, be fully established.

CURE FOR LAWLESSNESS.

The proper attitude toward lawlessness upon the part of people and officers, is possible only through the processes of education. It is only through the cultivation of mind and heart that a people can be advanced in civilization, and prepared for the highest form of self-government.

The Home. This education should begin in the home. It is there, around the hearthstone and the mother's chair, that should be inculcated those lessons of love, truth, obedience and fidelity that will sit as guardian angels about the destinies of the republic. The homes of the land should be birthplaces of that stainless honor, of that incorruptible character, and of that

stalwart patriotism, so necessary in governments where the people rule.

But we are confronted by the deplorable fact that the home and its natural influences are being perverted. The father is too strenuously engaged in the race for wealth, power, pomp, and splendor, to perform the duties of fatherhood. The mother is too busy in the equally strenuous social effort to meet the responsibilities of motherhood.

It is obvious that we cannot look to the home, under existing conditions, for that training which will prepare for an efficient performance of the exacting duties of citizenship. The undisciplined child grows into the lawless citizen. The lawless citizen is the grafter, the thief, the swindler, the robber, the ravisher, the lyncher, the murderer.

The Church. Can this education be given by the church? Is the church giving it? While I have an abiding faith in the efficacy of the work of the church, I must say that, so long as only a small majority of the children are reached, and they only one hour per week, I see no hope for speedy and adequate relief from that source.

The Sunday School is a glorious institution, is performing a noble service, and is one of the most elevating of agencies, but who will assert that it is providing the necessary moral training for all the people?

The Press. The newspapers wield a mighty influence, and as a rule this influence is directed against lawlessness. The press is a great educator, and is powerful in its advocacy of the supreme importance of law and order. But it does not reach adequately the citizen at the most impressionable age.

The School. So, for an effective check upon lawlessness, we must look to something other than the home, the church, and the press. It is to the school, especially the public school, we must look. Upon the teacher in the school must we rely. He is the hope of the future. It is his to apply correct thinking and patriotic acting to the solution of pending problems. It is his to erect high ideals and build up to their full stature. It is his to guard and direct and preserve the republic. He is to be the defender of principle and the protector of liberty in the

years to come. Knowledge is power and an educated conscience is its only safe guide.

The children of the land, all of the children, rich and poor, high and low, farm and factory, white and black, native and foreign-born, must be so trained as to know and obey the teachings of the Golden Rule. The meaning of the words, "Thou shalt not," must be impressed upon them in such a manner that it will never be forgotten nor disregarded.

Along with mental culture must go moral training. "Thou shalt not lie," "thou shalt not steal," "thou shalt not kill," and all the other "thou shalt nots" must be inculcated so systematically, so persistently, so effectively, that the lesson taught shall become a fixed principle in the life of every man and woman.

The lawless rich and the anarchistic poor must be placed upon the same footing in the administration of law. To this end, the training of officers and people must begin in childhood and continue through life. To this end, also, every child between the ages of seven and fourteen should be required by law to attend school an adequate length of time in every year.

If it is the duty of the state to provide schools for its children, it is equally the duty of the state to require its children to attend the schools. Shall the state sacrifice the citizen and endanger its own stability and efficiency, by permitting children through the neglect or cupidity of parents, or through the avarice and inhumanity of grasping corporations, to grow into manhood and womanhood, dwarfed in body, mind, and soul? Such a policy is nothing less than social and governmental suicide.

NATIONAL AID NECESSARY. .

While each of the southern states has recognized the imperative necessity for universal education at public expense, while each is striving heroically to meet its obligations in that respect, and while each is making remarkable progress under existing conditions, the task is only begun. Indeed, it is coming to be clear to students of education and economics that the task of providing adequate educational facilities for all of the people, is beyond the power of the South to perform.

If the South were as wealthy and productive as other sections of equal area and density of population, which is not true by reason of the ravages of war and the presence of the negro, it would require double the rate of taxation to give educational advantages to her children equal to those provided by other sections for theirs, because the South is confronted with the irremovable necessity of maintaining a dual system of schools. To provide equal advantages under existing conditions would require a rate of taxation many times larger than that levied in any other section. Such rate would be oppressive, confiscatory, impoverishing, and practically the whole of the burden would have to be borne by about one-half of the population.

Then what is to be done? This, and nothing less than this: The national government must come to the rescue. Congress must make an annual appropriation of from one to two hundred million dollars for purposes of general education, to be apportioned among the States upon the basis of illiteracy, and to be expended by the states through the channels already established. Such apportionment would place most of the appropriation where it is most needed, and where it would accomplish most good.

The educational problem peculiar to the South was created by the national government, and that government is in duty bound to assume its share of the work of solving that problem. To create a burden and then neglect or refuse to assist in bearing that burden, is inexcusable, and, if deliberately done, is not only wrong, but is cowardly and criminal. This is true of individuals, it is equally true of governments. How long, oh, how long, will it require for the nation to awake to a sense of its duty to this section and this people!

If the continued inaction of the national government renders it necessary for one of the races to receive meagre educational advantages, it is better for all concerned that, for a season, the advantage should go to the dominant race. Why? Because the best way to secure universal education for the negro is to give universal education to the white man.

The more you educate people in the right way, the more willing and anxious do they become to give education to others. Educate the white man properly, and the white man will edu-

cate the negro. Of course, it is desirable and necessary, where possible, that the education of the races should proceed under conditions equally advantageous.

As a cure, then, for the evils of lawlessness, I would suggest for everybody compulsory education of the right kind, education of body, mind, and conscience, with special emphasis upon the last mentioned. To this end I would have the state to exert herself to the utmost. To this end, also, I would have the nation to perform its long neglected duty.

CONCLUSION.

I would not have you to believe from what I have said, that I am entirely pessimistic in my views as to the country's future. I am not. Beyond the storm-clouds, I see sunshine. Dangers, however threatening, have never permanently retarded the onward march of Anglo-Saxon civilization. The American spirit has never yet yielded to complete and continued retrogression. Great crises are necessary for the development of that which is best in a people.

Adequate leadership has never failed to materialize when the country's safety has been imperiled. Such leadership is now preparing for action. Already a general awakening of the public conscience is noticeable.

We will meet and solve every perplexing problem, and in that great work the teacher will perform not the least important part.

ANNUAL ADDRESS.

MISS LILLIAN W. JOHNSON, Memphis, Tenn.

(Stenographic Report.)

Ladies and Gentlemen:

I am very sorry indeed you will not have the pleasure of hearing Miss Landrum tonight. When she wrote me about ten days ago that it would be my duty as Vice-President to take her place on the program this evening I hesitated to accept the honor because I am supposed to be in the South this

fall for rest, but I could not resist to represent an organization for whose existence I am largely responsible.

I have prepared no formal address. I think I would rather come to you with some thoughts which have come to me in these last years since I have been working first in the University of Tennessee and then in the Western College for Women, upon the purpose of education. If I had known that President Glenn was going to say what he did about theories, I do not know that I would have dared to form the thoughts which I have before me, but I have comforted myself with that passage of scripture "Where there is no vision, the people perish," and I think it is necessary for us to have a theory, otherwise we fail of realizing the highest, and our courage fails us. So I want to talk to you tonight, as one teacher with another, as friend to friend, about why and how we should educate our young people. In almost every educational discussion there comes up the question of culture versus efficiency, of the secular course verses the scientific. We speak as though they were two horns of a dilemma. I do not think that is necessary. I am going to take up my subject this evening historically, for history is my specialty, from the stand-point of a woman, because I am a woman, and I think that I think of everything in that way, naturally. Culture versus efficiency. Are they two horns of a dilemma? Let us go back to the Greeks, whose culture is still our admiration and our despair as we attempt to imitate or rival them. What was the purpose of education in Greece? Was it not to make men good citizens, make them soldiers and sailors—they were all sea states—for service for the state and the gods. Those things were synonymous in Greece, for the states and the gods were so wrapped up in their thoughts that they could make no separation of one from another. Did you ever see a piece of Greek art that did not have back of it a reference to the gods or to the state, to their hero worship? Yet out of that education for service has come the most wonderful culture that we have yet learned, and out of it also the greatest efficiency. So it seems to me the more we study the question the more we realize that efficiency and culture are one and the same thing. Did you ever see a man whom you believed cultured

who was not efficient? Did you ever know a man efficient along any line, however humble it was, who did not seem to you cultured in a certain respect? Take our own education from its source. For that we have to go back to the cathedral schools. What was the purpose in the middle ages for the establishment of those schools? To prepare men for the priesthood—again service, the need of efficiency of service in the church. And as communities grew the need of lawyers and doctors became apparent, and the early universities were instituted to prepare men for the learned professions, military, law and medicine, but because these men appeared more efficient and cultured than any others it became necessary, if one were to be considered cultured, to take a university education irrespective of being able to carry on the profession or not, and more and more the necessity of educating men or boys became apparent. Education which was made primarily for the learned professions came down into the grammar schools, and our system of education was until very recently, and in many respects still is, based upon that old medieval idea of preparing men for the learned professions, and this is true not only of our university but of our secondary education. Has the result been culture in the truest sense of the word? Are we not crying out everywhere that somehow we are failing in our education today? And are we not feeling the necessity of adjusting that education to the life of our own people? We have done it in some of our universities, and we are making efforts along these lines in some of our schools, but is it not necessary that we should move faster along these lines than we have done? Felix Adler says that there is no democracy in this country, that the first principle of democracy is that a man should have the opportunity of living the best life possible, and this for every citizen, to win for himself a maximum result of power and usefulness. We are not in any true sense a democracy until we give to every boy and girl, white and black, in the community, the opportunity to realize for himself and herself a maximum result of power and usefulness. I agree heartily with what was said about agriculture in this country. I think no one who reads the life of Washington and John C.

Calhoun can help loving them the more because of their love for agriculture, and their making it a dignified profession. I long for the day when there shall come back to the Southland the gentleman farmer, farmer in the best scientific sense, for we are learning at last that not any and every one can be a farmer. We are learning that it takes the very highest degree of intelligence to be a farmer, and that it takes the best scientific training which the best universities can give to solve the problems which are coming up. I cannot imagine for any man, any youth, a more glorious and more inspiring profession than that of a farmer. Somebody said to me once: "Why did you not get married?" and I said: "Because I always made up my mind that I was going to marry a farmer, and no farmer ever asked me." It seems to me there can be nothing greater and better than that. And if a man is really and truly prepared for his work along that line, think what he must know! I am not going to stop and say, because many of you know even better than I. And if we apply that to our women folk—Miss Parrish has stolen some of my thunder—it brings us back to the honored profession of home making. When you really study our hearts we women would much rather make the home than hold any public position and make money. We think it a far finer thing to build character than to build bridges or develop commerce or machinery. We have already learned the necessity of the best scientific training for farmers and mechanics. We have put hundreds of thousands of dollars into our schools of agriculture, and into schools of science for men. Look at Cornell University. Edgar Cornell said that he would establish a university where anyone could study anything, and it is very nearly true, for a man. Here is the law building, just beyond the building for medicine, and there the dairy, and beyond that the building for veterinary surgery, here the buildings for science, mechanical, electrical, civil engineering, and there architecture. But if a woman comes to Cornell University she must study just what the men do. There is no special provision made for her in anything, not even the profession of home making is provided for. You have very kindly opened the doors and given women everything you have, but you have

not thought to provide for her special needs nor tried to fit up halls of science which would prepare her for the profession of the home, home making—and the women's colleges are no better. All Tom Sawyers are doing the very same thing that men are doing and in exactly the same way. Now for my vision: I plead for a college for women which will not be any the less thorough, less scientific in its course of study, than the colleges for men, but one that will be adapted to her own special profession—that of home making. It takes science in man to build a bridge, but the finest mechanism in the world, the one we know least about yet, is that of the human body. Women mold this mechanism, and what training are we giving to women for the building of the human body, for the development of the child from its infancy, for the building up of the young men and young women, of the man of middle age, in order that they may have that efficiency which they should have along the physical side when they are old. How many women know anything scientifically of the chemical properties of food? How many are studying advanced problems, and yet we know not the absolute necessity of a right food if you would get the right physical results. Miss Parrish has already said so much along the lines of what women should have as home makers, that I think I need not touch upon them, but I will merely say in closing that I am longing to see somewhere in our country—and I hope it will be in our Southland—an institution which will give to young girls that five-fold education: first of all religious—this does not mean courses in Bible study—but to live in such an atmosphere of true Christianity that she will so breathe it in that in the end she could but feel that everything she had learned must be given back for service to humanity because she belonged to her Lord and Maker. First, the spiritual work; and then the intellectual; then the physical; then the social; and then the practical—and not alone that these things should be taught in this institution, but that from its very foundation stone those things should be lived there. Go into our universities, and you go into a close room to study physiology and hygiene, and breathe air that does away with every theory that you are trying to study; studying physiology and breaking all

the canons of good breeding; magnificent medical equipment and the glass reeking with germs, and typhoid fever breaking over the university. I wish Dr. Abercrombie's address could be published broadcast in this land of ours. We need such plain speaking as he gave us tonight, and we need to know that the greatest need is for efficient, trained leadership. We need institutions in which we can train our children, both boys and girls, from the kindergarten to the college and university, that will correlate knowledge with life, which will make them capable for service, and without that efficiency education is naught. That is my vision, and I believe we are realizing it, and that we are going to realize it more and more. We are earnest folks, we Americans. We Southerners sometimes take life easily, but perhaps after all we accomplish as much in the end. Let us direct our energies to keeping all that is best in this dear Southland of ours, in making what we have so efficient, so full of service, that every step forward will be a step, if not in rapid progress, that it may be forward and onward.

EDUCATIONAL PROGRESS IN THE SOUTHERN STATES.

ALABAMA

HON. H. C. GUNNELLS.

Mr. President, Ladies and Gentlemen:

In educational matters Alabama reports progress and respectfully asks for an extension of time. The last year has been a momentous one in many respects in this state. Political issues of seeming paramount importance have largely taken up the time and attention of our people. Nearly everybody has been running for office, and we have found it rather difficult to mix politics, railroad rate reform and education. We have done something, however, and under the circumstances we feel that

there can be no just ground for complaint in the work of the educational forces in Alabama.

Under the leadership of our worthy superintendent of education, numerous reforms have been instituted, and the waste places educationally, have in many cases been made to blossom as a rose. When it is taken into consideration that the people of Alabama are poor, that we together with the other states of the South, suffered the disasters of war and bore the burdens and sacrifices of reconstruction, and when we realize that 44 per cent of her population belongs to a race which pays but about 5 per cent of her taxes, the enormous problem which confronts our educators and our legislators can be more readily understood. Notwithstanding this condition, the constitution of Alabama forbids that discrimination inspired by prejudice which would restrict the educational privileges and rights of a particular class or race according to its contribution to the government. A spontaneous philanthropy too generous to take advantage of the poor and a sense of right too proud to wrong an inferior race, prompted the people of Alabama to guarantee in her organic law equal educational rights to all her citizens. The practical problem, however, is before us and we are endeavoring to work it out in our own way.

Probably, the most important single movement has been that inaugurated by Superintendent Hill, looking to the improvement of the surroundings of our rural schools. Alabama perhaps is no worse than the other southern states in the matter of rural school buildings, and rural school surroundings. The ladies of the Federation of Women's Clubs have joined heartily and enthusiastically with the Department of Education in endeavoring to bring about a better condition in the rural schools. To these women, more than to any other single force, is due the credit for what has already been accomplished. Numbers of School Improvement Associations have been organized in the various counties and towns of Alabama, and the wonderful influence which they have had in making better and more comfortable rural schoolhouses, and in many instances, town and city schoolhouses, is the best guarantee of the efficiency of the work.

We have not only had in Alabama during the last year a new schoolhouse for breakfast every morning, but we have built enough to take one for every Sunday dinner. These schoolhouses are not the old fashioned square box, but in nearly every instance, have been built in accordance with modern, up-to-date plans. The schoolhouse building fever is not waning, but is growing in strength and in power every day.

Five of our counties have within the last six months levied the one mill tax for the support of the common schools, and several others will undoubtedly carry the measure within the next few months.

There is in the state a very strong sentiment in favor of a constitutional amendment allowing taxation by districts, and we all feel hopeful that the coming legislature, will give the people of Alabama the right and the privilege to vote on the question as to whether or not they should be allowed to tax themselves for the education of their own children.

But, perhaps, the most gratifying sign of the times is the growing interest which the people of the state are taking in the cause of public education. It has not been many years since a good majority of our prominent men and leaders were opposed to the policy of the education of the masses at governmental expense. This is no longer the case in Alabama, and during our recent campaign, every man that ran for office from governor to constable, not only declared in favor of railroad rate reform, but he was forced to declare as emphatically in favor of better facilities in the public schools. We are going to have an educational legislature in January, and behind that legislature we are going to have an educational governor. Alabama has been blessed in the attitude of her governors on this important question. Governor Jelks who retires next month, has been assiduous in his efforts to do something for the common schools, and the schools of the state will find in Governor Comer a man who will bring to bear all of his well known energy, determination and steadfastness, in doing something for all the schools.

In closing this short report of our educational affairs, I wish, as I have done on other occasions, to pay tribute to the zealous work of our popular superintendent of education. With

an energy inspiring and with a knowledge of the situation which fitted him for his work, he has devoted his time, his talents, and his wise judgment to the building up of schools for the masses. What he has accomplished, will be to him a monument more eternal than any marble shaft. He and his work will live in the hearts and in the minds of our children and our children's children, and generations yet to come, will rise up and call him blessed.

ARKANSAS.

HON. J. J. DOYNE.

Ladies and Gentlemen:

A gentleman wishing to purchase a horse went to a certain trader, and having listened quite awhile to the merits of the horse, he asked if he had any faults? The trader said, "No, no faults." Upon further inspection it was found that the horse was blind in one eye, and the gentleman called the trader's attention to the fact. The response was "That is not the horse's fault, that is his misfortune!" I feel that way tonight, it is not my fault that I did not get here on time, I left home a day ahead, but you know how the trains run at the present time. I appreciate the honor and favor you have done me, and I trust you will pardon me for using manuscript, I want to keep within the time limit, hence shall read what I have to say.

As the representative of my state in matters educational I have been granted a place on your program, and while what I shall say has direct bearing on the work of another, whose absence I regret—and yet I cannot say that I wish he were in my place—I trust that no discredit shall be done to the work of one who deserves and holds so high a place in the esteem of all who know him.

Twenty-six years of service in the public school of Arkansas have given me opportunities to observe the changes for the better, the steady growth of favoring sentiment, the increasingly liberal legislation, that have marked the passage of the years. More than this, from the close of 1898 to the close of 1902, I was privileged to serve the state as superintendent of public in-

struction, following the eloquent and aggressive Jordan, whose administration was characterized by signal ability, and whose influence with the legislators secured the passage of many salutary laws in the interest of our public schools. By the will of the voters and with no show of reluctance on my part, on the first day of November last I again entered upon the discharge of the duties of this office. My close association for many months with the inspiring and energetic Hinemon has placed me in position to know of his work for the past year and of the events that have marked the history of our schools during that period, yet the time limit precludes more than a mere passing mention of the most important of these.

It is an easy matter to note the development of a state from the material standpoint. The transformations wrought by thrift, energy, and intelligent direction tell their own story; yet strange to say, the multitude gaze in wonder at the work achieved, yet seldom think of the master by whom such marvels were conceived. Back of it all stands the mind, silent, subtle, mysterious in its labors, its processes past finding out except to the select few. Of progress in the material we may speak advisedly, I repeat, but who can pass accurate judgment on advancement in the world of mind? The silent forces may be effectively at work; the marshaling of power may be steadily going on; the increment of knowledge from books, experience, or contact with master minds may be slowly continuing; and yet even years may elapse before the quickening, the harbinger of independent, active, intellectual life shall manifest itself. The existence we recognize, but who can predict when one shall really begin to live?

What of Arkansas in education for the past twelve months? To one who knows its history, it calls to mind some rare old mezzotint, engraved by a master of his art, the gradation of its delicate shadings serving to bring out with wonderful accuracy those salient features that form the central plan of the artist's work. I may call it indeed an epoch-making period; a period of great progress, but specially a period of great preparation, of husbanding energies, of kindling desires, of concentrating purposes, of rallying forces, in order that the best that favor-

ing conditions may allow shall be done for the 600,000 among us who are indeed the wards of the state, whose education and training in the next few years are to determine the character of our citizenship in the coming generations. Optimism has been the teacher's shibboleth, and he who did not assimilate its meaning and learn to use the word with convincing readiness was declared an Ephraimite and denounced as an impostor.

Briefly noted, the grounds for the above assertion are as follows:

1. During the past twelve months there was conducted an educational campaign such as has never occurred before in the history of the state, and I doubt if any other state has seen its equal. In almost every county court house, before many popular assemblages in other places, the voice of my distinguished predecessor was heard, proclaiming freedom for the children of the state from the thralldom of ignorance. Loyal friends of the cause seconded his efforts. The press, always prompt in using its influence for the welfare of public interests, placed its columns at the disposal of those espousing the cause of the children. Political lines were forgotten, and in the September election, by a large majority of the entire vote cast in the state, an amendment to our state constitution was adopted, increasing, for school purposes, the state tax from two to three mills on the dollar and the local tax from five to seven mills on the dollar, in districts wishing to vote this limit.

2. Partly as a result of this movement we shall have in the legislature which meets in January, almost to a unit, men friendly to the cause of popular education.

3. The Governor, soon to be inaugurated, is a man known throughout the state as one in sympathy with the public schools. In the long and eventful campaign prior to his election, in almost every public speech, he proclaimed his fealty to those interests, and pledged his support to all measures looking to their advancement.

4. Last year was the best in the history of the state in point of attendance at, and interest in, institutes. The reports showed that 88 per cent of the teachers took part in the work of the institutes held last June.

5. The passage of a law by the legislature of 1905, allowing special school districts to borrow money for building purposes, led to the formation of a number of such districts, and more than \$450,000 were spent on new buildings in the twelve months, ending June 30, 1906.

6. There has been a decided increase in the salaries paid teachers, and the increasing value of the teacher's services in proportion to the length of time she remains in the district is at last beginning to dawn upon some who carried to an extreme the old saw, "Variety is the spice of life."

7. At the meeting of the State Teachers' Association, held one year ago, a reading circle was organized, officers were chosen, and a course of reading was outlined, covering a period of four years. Its membership is now approximately one thousand, and reports from over the state give evidence of increasing interest, and genuine appreciation of the value of this character of work.

8. The demand for better teachers was never more pronounced in our state. While a few years ago the leading question was, "What will she charge?" the question now is, "What can she do?" A significant fact is that the number of third grade teachers employed, as compared with the year before, is smaller by two hundred and fifty.

9. A bill for the establishment of a State Normal School will be introduced early in the session of our legislature, and the assurances given by many members of that body encourage strong hopes of its passage. The same is true with reference to state aid to high schools. An act, providing for this, was passed two years ago, but it was vetoed by the governor after the adjournment of the legislature.

10. The attendance at the Arkansas Teachers' Association, with which body I was able to spend only a few hours before leaving for Montgomery, bids fair to exceed that of any previous year. The meeting last year was good; this will be better. The rejuvenated professional spirit shown by those in attendance one year ago has had its influence on others and aroused in them an ambition to become identified with an organization known by its fruits. From that Association I bear greetings

and best wishes for a meeting that shall be memorable in your annals.

11. The enrollment at the State University this year is far in excess of previous years, being over 1,200; add to this the students enrolled in the law and medical departments, located in Little Rock, and the number enrolled is over 1,800. Reports from the colleges and private schools of the state indicate like prosperous conditions.

12. Manual training is gradually being introduced into our city schools, domestic science has some slight recognition, and in one or two of our public schools there are regularly organized kindergarten classes. These innovations are gaining for themselves strong advocates, and, doubtless, each year will see a steady increase in the number of schools in which they have become a part of the curriculum. The question of establishing a textile school has been much discussed recently, and there is strong hope that the legislature of 1907 will pass an act, looking to the establishment of such an institution. In our capital city, at a recent meeting of the board, the question of introducing domestic science into the city high school was considered, and will be passed on favorably at an early date.

13. Inspired by the good work of the women in other states, school improvement associations are being organized, and the transformations wrought in some instances by the efforts of the members of these organizations are little short of the marvelous. I know of no movement of recent years that augurs more of benefit in developing the esthetic, the higher natures, of our youth than the one here mentioned. To the pupil it is a source of inspiration, to the patron a continued revelation, and to the teacher a kind of co-operation, among the most effective of disciplinary agencies.

That there are difficulties in the way of rapid educational advancement in Arkansas, as in other states, goes without saying. No school system is just as those who are most interested, who have made intelligent forecasts as to the ultimate in school discipline and instruction, would have it. Perhaps it is best so. Given his wishes and the average among us would be full of discontent. That which gives zest to existence is the inherent, com-

bative desire to overcome obstacles. Latent energy has its place; but dynamics has brought civilization to its present status. Thorndyke, in his "Principles of Teaching," says: "The need of education arises from the fact that *what is* is not *what ought to be*." Apply this to existing conditions, from the standpoint of the active, progressive thinker, and the wisdom of the creative intelligence in the provision for man's continuing development and mental enlargement, as shown by his persistent pursuit of the "to-be-attained" becomes apparent. As Young expresses it:

"Hope like a cordial, innocent, through strong
Man's heart, at once, inspires and serenest;
Nor makes him pay his wisdom for his joys."

A brief table is herewith submitted for the benefit of those who care to note by comparison the progress in our state for the past year. Other data might be given, but sufficient is here presented to emphasize the points submitted above:

| | 1905. | 1906. |
|---|----------------|----------------|
| Enumeration | 527,524 | 530,571 |
| Enrollment | 335,765 | 345,146 |
| Attendance | 207,440 | 214,281 |
| No. of teachers employed..... | 7,826 | 7,581 |
| No. of third grade teachers employed..... | 1,719 | 1,469 |
| Average salary | \$39.90 | \$42.62 |
| School expenditures | \$1,955,427.00 | \$2,230,948.00 |
| New buildings | 281 | 302 |
| Approximate cost | \$340,000.00 | \$450,000.00 |
| Attendance at institutes..... | 5,783 | 6,747 |

FLORIDA.

S. M. TUCKER.

Within one year, 1906, the taxable wealth of Florida has increased from \$130,000,000 to \$142,000,000—a gain of over eight per cent. It is stated by those most familiar with the educational situation in Florida that her educational progress is commensurate with her increase in wealth. During the past year, since the Nashville meeting of the Southern Educational Association, the state has undoubtedly advanced the material pros-

perity of her schools. This material gain is amply evidenced by the statistical table that is appended below. But there is reason to believe that progress has also been made in other respects, less obvious, perhaps, but no less significant.

HIGH SCHOOL TEACHING AND MANAGEMENT.

The standard of teaching in our high schools has apparently advanced. This is largely due to the operation of the law stated by Mr. Holloway, our superintendent, in his report to the Nashville meeting. This law, now in effect, requires every principal of a senior high school (of twelve grades) to hold what is known in Florida as a "state certificate." This means at least higher scholastic qualifications. One immediate and beneficent result of this act is evidenced by the advance in salaries. County superintendents, appreciating such increased efficiency, are paying from one to three hundred dollars more annually to their high school principals. This mere scholastic test is, of course, not conclusive; but it at least necessitates broader and more thorough scholarship, and naturally tends toward greater executive ability and higher standards of management.

THE TWO STATE COLLEGIATE INSTITUTIONS.

The legislative act, popularly known as the "Buckman law," was passed by the legislature of 1905. It abolished a number of state institutions, all numerically and financially weak, most of them of inferior rank, and established in their stead but two colleges. One of these is the university, at Gainesville, for men; the other, the College for Women, at Tallahassee. What was at first regarded as an uncertain experiment in education, now seems, after almost two years, to be operating to the benefit of the state. The two colleges, which sprang from nothing, have become more firmly established, and have gained a certain measure of public confidence. A painful lack of money and a poverty of equipment, at least at the Woman's College, have of course militated against their prosperity; yet despite all this, both schools seem to be making some advance toward a more substantial basis. Their curricula are broad, perhaps too broad for our present stage, their standards reasonably high, and their general attitude progressive.

PREPARATION FOR COLLEGE.

It would be pleasant to say that our college students are coming to us better prepared in essentials than in years past. But this is extremely doubtful. It must be confessed that they show a lack of thorough instruction, and a want of real culture, that bids us pause in our self-gratulation. Certainly they bring to us higher certificates—coming from the twelfth grade where they formerly came from the eleventh. But, in the majority of cases, their last estate is no better than their first.

THE HIGH SCHOOL PROGRAM.

The high school program of studies, as at present constituted by law, is far too elaborate. It deserves credit for excellent intentions, but it is so overloaded with studies, and attempts such impossible and inadvisable scholastic feats, that it is in fact worse than no program at all. For I can see in it only an incentive toward hypocrisy and sham. It should be less ambitious, but more practical, in its scope, thus giving opportunity for work more honest, at least, if not quite so inclusive. Such an attempt to cover the earth as is evidenced by our Florida state high school curriculum, cannot fail to result in disaster. It is good to hear that the Florida Educational Association has undertaken to revise this anomalous scheme of studies, and that the next legislature will be petitioned to accept this revised program.

CONSOLIDATION OF SCHOOLS.

This admirable movement has not swept Florida as a whole, but seems to be gaining ground in the public judgment. As to the advisability of consolidation and its beneficent results there can, of course, be no doubt. In certain counties of the state, notably in Duval, the movement has made some headway. Better buildings, better equipment, and more efficient teaching have certainly resulted. But the public must be educated up to this new movement before it covers the state as a whole. That some advance has been made we are certain; and that the efforts of the state department, intelligent and tireless, must in

time result in far-reaching and beneficial results cannot well be doubted.

SUB-SCHOOL DISTRICTS AND NEW SCHOOL BUILDINGS.

The full educational tax, state, county, and local, allowed by Florida, is nearly thirteen mills on the dollar. It is gratifying to be able to state that many counties are actually levying the fullest tax permitted by the law. A large number of sub-school districts have been established. From this have come better buildings, more highly-paid teachers, and more elaborate equipment. Of the excellent schoolhouses now being built in Florida, examples are furnished by the new buildings at Tampa, and at Jacksonville, and at Orlando.

NORMAL SCHOOLS AND SUMMER NORMALS.

Normal schools are conducted in connection with the two state colleges. Under their present competent heads, the two normal schools have already accomplished something for our Florida teachers, and will probably prove the most efficient agencies in our educational advance. Summer normal schools, lasting from six to eight weeks, are held at Gainesville and at Tallahassee; while many counties hold summer teachers' institutes lasting from three days to one week.

STATISTICS.

Further details can best be given in the form of a statistical table kindly supplied to me by Mr. Holloway. Figures are apt to prove tedious, but we can more easily get at material educational progress through their assistance.

| | 1904-5. | 1905-6. |
|--|--------------|--------------|
| Number of schools..... | 2,391 | *2,387 |
| Length of term in days..... | 100 | 106 |
| Enrollment | 127,460 | 130,465 |
| Average daily attendance..... | 84,113 | 88,825 |
| Average salary of teachers..... | \$38.21 | \$39.56 |
| Aggregate salary of teachers..... | \$736,495.27 | \$835,654.07 |
| Cost of school per capita of total population... | \$1.71 | \$1.99 |
| Cost per youth of school age..... | \$5.54 | \$5.61 |
| Cost per pupil enrolled..... | \$8.10 | \$9.36 |
| Cost per capita per pupil in average daily attendance..... | \$12.27 | \$13.75 |

| | | |
|--|--------|--------|
| Rural graded schools aided by State..... | 52 | 41 |
| Junior high schools aided by State..... | 56 | 65 |
| Senior high schools aided by State..... | 30 | 41 |
| Total enrollment schools aided by State..... | 25,892 | 28,274 |
| Average daily daily attendance at schools aided by State..... | 17,790 | 19,859 |
| *Decrease due to consolidation. | | |

While the educational needs of Florida are numerous and urgent, the state may, on the whole, congratulate herself on her progressive school legislation. This legislation has meant well, but certainly has not always been wise. For instance, it is extremely doubtful if state aid to high schools is an unmixed benefit, or a benefit at all—and so on. Yet the attitude of each successive legislature has been favorable and has proved reasonably productive of good results. A state whose population is still but scanty and whose wealth is still insignificant as compared with many of even her southern sisters, cannot in the nature of things make the showing of richer and more populous commonwealths. I have with great interest read the reports of the various state superintendents delivered at the Nashville meeting. Such enthusiasm, and such faith in the inevitably beneficent character of the educational situation in their respective states as they generally evidence, arouses the admiration and envy of the way-faring man. While I am unable to feel such enthusiasm over the situation in Florida, I can safely say that we have no real reason for shame or discouragement—but rather the opposite.

It would be unjust to close this paper without some reference to the earnest and faithful work of our present state superintendent, Hon. W. B. Holloway, whom I have the pleasure of representing. He is, according to common consent, maintaining and advancing the standard set by his immediate predecessor, Mr. Sheats; and under his administration education in Florida is making substantial progress. No one is more aware than he of the faults of our present system, and no one is more active and anxious to remedy them. It is also fair to state that Mr. Holloway is responsible only for the statistical table embodied in this report; and has a perfect right to disclaim any opinion herein advanced.

GEORGIA.

Synopsis of Address Delivered by HON. W. B. MERRITT.

Georgia, like her sister states, is studying and solving her educational problems. Our paramount question is local taxation. Counties and districts continue to fall into line, and vote local tax for school purposes. The improvement of schoolhouses in our rural districts is a commendable feature of our progress. I have for inspection some striking pictures of schoolhouses—the old and the new. By request of the state educational campaign committee, I have recently issued a pamphlet giving plans and specifications of rural schoolhouses. We have also been able, through the generosity of the Southern Education Board, to publish several pamphlets on local taxation, one on actual, existing conditions in rural schools as inspected by competent, professional visitors, and to send speakers to educational rallies. School improvement clubs, under the leadership of Mrs. Walter B. Hill, have been organized in nearly every county. Some of these are active and efficient.

An interesting feature of the work of the rural schools in several counties is the annual county contest in declamation, spelling, reading, etc. In these contests there is aroused enthusiasm that is felt in the remotest school and home in the county.

There is a growing interest in the corn and cotton contests among the boys of the state. The work of our state university in these contests is having a most wholesome influence in directing our boys toward the study and appreciation of agriculture. An indication of the interest which our people feel in agricultural education is the fact that our legislature has provided for the establishment of eleven agricultural high schools, one in each congressional district. Many counties have eagerly sought to secure these schools in their midst. Each school will have at least two hundred acres of land. Several counties have given three hundred acres of land and about \$80,000 to secure one of the agricultural high schools. There is one notable agricultural school in Georgia which deserves special mention and commendation, this is The Boys' Industrial School, near Rome, of which Miss Martha Berry is the founder and principal. The school

is doing a grand work, a pioneer work, and her success has had a most helpful influence in the establishment of our district agricultural high schools.

The board of education of Columbus, Ga., in establishing one of the best equipped industrial schools in the South, has given other cities an example which they would do well to follow. A new, wide, and inviting door of opportunity is now open to the boys and girls of Columbus. The commercial and industrial life of that progressive city will feel the good effects of the training given in their schools for all time.

KENTUCKY.

(Stenographic Report.)

Superintendent Cassidy: A few hours ago I received a telegram from our distinguished state superintendent, Mr. Fuqua, who is now visiting a daughter in Texas, asking me to come to Montgomery and represent him on this occasion. Since our distinguished superintendent is a man of authority, "saying unto this one come, and he cometh, and to another go, and he goeth," I stood not upon the order of my coming, but came at once. I am glad to be in Alabama and in Montgomery, and especially glad am I to be here upon this occasion. Some of my earliest and tenderest thoughts were connected with Alabama. As a boy up in Tennessee during the civil war I had an elder brother who followed the fortunes of General Wheeler and he idolized General Wheeler as perhaps no man ever idolized another, teaching me early in my boyhood that, like General Wheeler, "the bravest are the tenderest and the loving are the daring," And then, too, in my Tennessee home at the beginning of the civil war, I used to watch the soldiers who came from the South on to Richmond. I lived in a little hamlet in that state, and the trains would stop there, laden with patriotic men who were fighting for the cause of the Confederacy, and for a principle that was dear to them; and when these trains would stop the good ladies of the neighborhood would gather with baskets and boxes and feed these hungry ones who were going forth to battle. On one occasion a train-load of Alabama soldiers

stopped at the station, and the ladies were there with their boxes and their baskets, and after the train departed they assembled at my home and discussed the men whom they had seen pass as soldiers, and there was unanimous opinion among these good ladies in solemn council assembled that the soldiers from Alabama far surpassed in manly beauty any that had passed our way. And so, you see, my early recollections of this good state are pleasant. I have no opportunity to judge of the female portion of your state, but I presume that it is here, as it is elsewhere, that they far exceed even the men in beauty and in goodness. And so in coming to Alabama I could not utter the prayer that the little child did who made a visit to Kentucky. On the eve of her departure, she got down at her mother's knee to pray, and after going through with the "Now I lay me down to sleep," she paused and said: "And now, dear God, I want to bid you good-bye for two weeks. I am going down to Kentucky to spend two weeks, and I will see you no more until I come back!"

I wish it were in my power, fellow teachers, to bring a glowing report of the educational conditions in the good state of Kentucky, but I am not prepared to offer on this occasion such report as I would like to offer.

In Kentucky we are handicapped by our school system. We have in that good old state what is known as the district system of public schools. It was instituted there about seventy-five years ago. Since that time educational progress, especially in the rural districts where three-fourths of the children of the state are to be educated, has been deplorable. Our cities are well managed. There we have good schoolhouses, excellent teachers and modern equipment. There the latest methods in education are successfully instituted, and in every way our urban population is well taken care of educationally. But this cannot be said of rural Kentucky. We have had public schools under this district system for more than seventy-five years, and yet we rank in Kentucky, I blush to say it, thirty-sixth in the descending scale of illiteracy. In our state the school district system, as I say, is responsible for our educational conditions in rural Kentucky, and is not in harmony with our other govern-

mental institutions. It is measured by the length of a child's legs, and in such a "pent-up Utica" as this there can be none of that educational enthusiasm, none of that ardor which will insure good educational conditions. In the state of Kentucky we have 8,330 school districts. These are officered by nearly 25,000 school trustees. Now you can readily see that, in the selection of so many officers, it is almost impossible that any large per cent of them will have any adequate conception of the value of education, or know anything of what it takes to make good schools. And so, in the state of Kentucky, at least one-tenth of our school trustees can neither read nor write. This condition exists largely in the mountain regions of Kentucky. A stream can rise no higher than its source, and education can rise no higher than those who are expected to administer it. It is unnecessary for me to go into the details of our condition. They are bad enough I can assure you, in rural Kentucky. We have been striving for the past eight years to get a system more in conformity with the genius of our political institutions. In Kentucky, as in Alabama, Georgia, and most of the other southern states, the county is the unit of our form of government. But our schools are political outcasts. They bear no relation whatever to the government from which they draw their sustenance. For that reason the schools out in rural Kentucky are lost sight of. As the distinguished gentleman who has preceded me has said, they are not as well known as the mountain stills in the mountains of Kentucky; for it is a duty of Uncle Sam, you know, to hunt out the distilleries and give them some publicity; but in our state there are no such conditions prevailing. The rural schools of Kentucky are what we boys used to call "lost ball." So we are striving to make the county the unit of school government in Kentucky, as it is for every other phase of municipal government, and when we do that we will have in Kentucky as good schools as you have in Georgia. I remember on one occasion to have read the distinguished presiding officer's report that the schools of Georgia, under the county system, had become so good that the people of the cities were actually sending their children into the country in order that they might be better educated than they could be in the city. And so

we are striving for this reform in Kentucky. We have battled for it eight years. It came very near passing at the last session of our Kentucky legislature. It would have passed had the members properly understood the conditions prevailing in rural Kentucky, and had they known the provisions of the bill. And that reminds me of a story I once heard about a negro member of the legislature in Mississippi, I believe it was. Some worthy white member had introduced a bill looking to the improvement of some conditions in Mississippi, and it was strenuously opposed by a negro legislator. The white member rose to his feet and said: "Mr. President, the man who has just spoken on this bill is entirely wrong. He does not know the provisions of that bill"—and sat down. The negro member replied: "Mr. President, I rise to ask the question—is there any provisions in that bill?" "Why, of course there are provisions in the bill." "Well, then, I wants to tell you I is for the bill." I say I think if the legislature of Kentucky had imagined that there were such provisions in this bill as would build up rural educational affairs in Kentucky, they would have voted unanimously for it. But you know when we, as a rule, unless we are closely connected with educational affairs, take up a newspaper and see anything in it about education, we pass that over to read at our leisure, and the leisure time never comes. And so it is with the layman generally. They are opposed to reading about educational conditions. And in Kentucky we are the most complaisant people in the world. We are wont to close our eyes to all that is unpleasant, and to talk about our grand old commonwealth, and all that; but we never look beneath the surface and see the putrifying sores that are in the body politic and which must be cured before we can expect to advance in the glorious galaxy of states. Now in Kentucky we have made some educational progress. We have advanced, as I say, to the top, I think, in our city school systems, and have made at least more progress than that of the snail in the old problem. You remember, they used to give you one about the snail at the bottom of the well, that climbed up five feet every day and went back ten feet every night—where will he be at the end of a year? An irreverent urchin answered, "In hades!" Our people generally have a

good appreciation of education. More so at least than the people of the West, as told by Gen. Bell, who at one time was commander of the fort at Leavenworth, Kansas. He attended a banquet given by the educators of Leavenworth, and at this banquet the educators arose one by one and extolled the benefits of an education—it was glorious—there was nothing like it. General Bell arose and said: “I have listened to the speeches with great interest. I find that you here in the East have a much higher appreciation of the value of education than we have out West. Some time ago I watched a game of poker between two boys in a door-way. They were playing with grains of corn as chips. When the hand was dealt one boy pushed in a handful and says, ‘I will bet one hundred.’ The other says, ‘I will see that and raise you a hundred.’ The other boy pushed in another handful and says, ‘I will see that hundred and raise you a thousand;’ and the other boy came again and says, ‘I will see that and raise you a million.’ Then the other boy says, ‘I will see that million and raise you a billion,’ and the other boy came again, saying, ‘I will see that billion and raise you a trillion.’ Then the other boy was completely non-plussed. He could not think of any higher number, and so he looked at the boy and says, ‘Well, take it—you educated son of a gun.’” We have a higher appreciation of education in Kentucky than that, and we expect to be ranked no more as thirty-sixth in the descending scale of illiteracy; but within the next few years we will climb to the top. But we have made some progress. We have recently established three normal schools. The last legislature was prevailed upon to make an appropriation of fifty thousand dollars for the establishment of these schools. We have one in central Kentucky, one in eastern Kentucky, and one in western Kentucky, and the interest is growing in these institutions. They have ample facilities, and our teachers in the future will be educated to teach. Not only will they have an educational foundation which must come through our high schools and colleges, but they will be trained as teachers; and as these go forth and spread the light which they have received in these institutions, we expect the conditions to change materially. Before the last legislature we were handicapped—as pre-

vious to that examination questions were stolen and sold to the highest bidder, and consequently incompetent teachers had crept into our schools. But the last legislature passed a law making it a penitentiary offense to sell these questions or to in any way dispose of them. A funny incident happened during the late conference for education in Lexington. Dr. Fuqua was making his report as superintendent, and in speaking of this matter he said: "We have been troubled with these question peddlers, but the legislature has passed a law against that, and we are going to hunt out every question peddler in the state and put him into the—legislature." He meant "penitentiary," but the two were somewhat synonymous, and he let it go at that. Up to last year our state school superintendent had been more or less of a clerk. He went to his office and performed the duties of a clerk from morning to night from one year's end to another, and so he could not go through the state and do what a state superintendent should, stir up educational enthusiasm and expose the rotten educational conditions existing and show the people what they should have that is better. He had neither time nor the money with which to do this. But the last legislature made an appropriation to pay his expenses and gave him additional clerical force so that the superintendent goes out now into the byways and highways and preaches education, decrying existing conditions and making intelligent protestations against the educational evils of our system. We have established in Kentucky a colored normal school to educate the colored children. I must say that I was very much struck with the thought that the national government should help us in the education of the negro as advanced by your distinguished president last night. Ignorant and poverty-stricken, the negro was made a citizen by no fault of ours, and the Federal government should aid us, who are doing our best, in making him a good citizen. We have in Kentucky 80,000 negro children. They are educated in 1,066 districts. About 45,000 of these are in school. They have over 3,000 negro school trustees. That is another one of the evils of our system. Not one in one hundred of these trustees can read or write. Now I maintain that the negro should be educated. It is right and proper that

he should have those advantages. But I believe that it is criminal to allow this large sum of money to be almost wasted in trying to educate him under such conditions. What we need is intelligent men to administer the negro schools, just as the white schools are administered; and until negroes have been educated up to that point, they should by no means have the supervision of their own education.

Our per capita in Kentucky is perhaps the largest of any state in the South. This year it is \$3.30. That is entirely too much; for just in proportion as people help themselves, they will appreciate the advantages of education. We should have more local taxation in Kentucky, as you have here in the good old state of Alabama, and less per capita than we now have. We have in Kentucky only two counties that vote—I mean in the rural districts—a local tax to aid public education. Now this is humiliating to me, and I dislike to state it, but it is true, and mostly true because we give the children of Kentucky six months' education in each year from our school per capita. We spend in Kentucky from state sources \$2,500,000 a year for public education. If this \$2,500,000 were given on condition that the county should tax itself in proportion, then education would advance by strides in the good old state of Kentucky, and we would hear nothing more about the blot of illiteracy on her escutcheon. We are making an effort to establish county high schools in every county in Kentucky. A committee meets in Lexington on tomorrow to formulate a plan whereby this may be accomplished. This will come, but it will not be next year or the year after. It will come because it is being agitated, and as the distinguished gentleman from Georgia has said, you must agitate and expose conditions or there will never be any adequate improvement. Now I have stated the conditions as they exist in Kentucky, and I want to tell you before I sit down how much I have enjoyed this occasion. I listened to the speeches last night, and I must say after having attended the National Educational Associations, and National Educational Superintendents' Associations, and our own in Kentucky and elsewhere, I have never listened to more able addresses than I have heard on this occasion. It has been a revelation to me.

I am southern born and southern bred, and I must say that the speeches of those ladies last night did my heart good. You did not hear any of that brazen talk about women's rights, and all that, but you heard that plain, sweet talk of the home. When our ladies are educated as high as may be, at last the question comes down to the home. That must be upbuilt by the womanhood of the South. She is the foundation of the home, and in her is its salvation. You cannot educate the women too highly. Give them all they want, and all that they can take. Let them have every chance in life that men have. I am not afraid of the competition. The man who is, is either selfish or incompetent. As chivalrous southern men we welcome it. But at last the question comes down to the home; and in proportion as the women are educated for home-makers, just in that proportion will the mass of our glorious Southland be elevated. I want to say too, that these addresses were inspiring. I have got many good things which I will take back to Kentucky, and will give them all the publicity that I can. I know they will be good seed sown in good ground which will spring up and bring forth fruit not only to the glory and honor of Kentucky, but to this Association as well. I thank you heartily.

LOUISIANA.

HON. J. B. ASWELL.

Important laws passed by the Legislature of 1906: State certificate created, good for ten years; school boards authorized to issue bonds to be secured by special school taxes; inheritance tax provided for; law providing for school libraries, which is resulting in 1,000 school libraries during the present session of schools.

Money for higher education, \$170,500, an increase of about \$50,000.

Money for the common schools increased \$150,000, making a total of about \$900,000, not including local taxes or police jury appropriations.

About 208 schoolhouses built this year.

The value of schoolhouses built in 1905 is \$334,039.61; for 1906 reports show value to be \$500,000.

In 1905 the furnishings cost \$88,000; in 1906, \$150,000.

Eighty-eight consolidations begun in the following parishes: Acadia, Ascension, Assumption, Avoyelles, East Baton Rouge, West Baton Rouge, Iberville, Concordia, St. John, Ouachita, Vermilion, St. James, Washington, Jackson, Lincoln, Webster, St. Landry, Tangipahoa, Bienville, Vernon, Bossier, Lafayette, Calcasieu, Sabine, Natchitoches, Pointe Coupee, Terrebonne, and Morehouse.

Seven parishes have begun the use of wagonettes in transporting children to the central schools.

State course of study adopted by the state board of education and put into effect throughout the state (Orleans excepted).

The general interest in favor of public school work has been promoted by campaigns conducted in many districts by the parish superintendents. There is now being conducted a general campaign throughout the state for local school taxes.

In no department of the school work has there been such marked improvement as in the department of supervision. Within the past two years two-thirds of the superintendents have resigned and their places have been filled by practical, professional school men.

Increase in attendance is very satisfactory, but no figures yet available for this session.

Agriculture introduced into many of the country schools, and manual training put into three of the high schools of the state.

Provision for professional education: (a) departments of philosophy and education established in the State University and in Tulane University; (b) nineteen summer schools held and attended by over two-thirds of the teachers of the state. One of these schools was for normal school graduates and high school teachers, and was attended by a majority of this class of teachers. Five summer schools were held for negro teachers, an effort being made along the line of industrial education for the negroes.

The amount of money raised for school purposes by local taxation in 1905 was \$161,525.39, and in 1906 about \$500,000; one hundred seventy-six new school districts have been created this year; \$65,000 has been expended in improving and furnishing the old schoolhouses.

MARYLAND.

HON. M. BATES STEPHENS.

Genuine school progress under most favorable conditions is surprisingly slow. A school system is, at best, a complex organization demanding the performance of duties from a great number of people; and, as in a well adjusted piece of machinery all parts must work in harmony to secure perfect action, so in a well regulated school system all its elements and interests must be brought into effective co-operation before it can produce the best results and bring to the people of the state the best returns. The work of adjusting and harmonizing is not momentary or spasmodic, but requires years of patient thought and earnest effort.

The physical growth of the child with whom we are associated habitually is scarcely perceptible; yet with the right kind of care, proper nourishment and a healthful environment, it will in due time reach the full stature of a man. Parents oft-times retard growth and indeed dwarf the child by too much feeding and over-stimulating in their desire to see it grow rapidly and thereby their abundant zealously defeats their highest purpose.

The same unnatural and undesirable result will follow if school officials become dazed by the glamor of "rapid strides" and in their blindness show an utter disregard of those laws and conditions which are vital to real growth. While the changing conditions of our civilization make it necessary that the problems of education be re-stated from time to time in order to meet new demands, we must not fall into the mischievous error of supposing that all changes made in administration and teaching are indicative of progress or improvement. The fabric of a school system may be interwoven with high ideals and

noble purposes and supported by an excellent school law, but if its guardians heap upon it that which is really good from all other systems and educational spheres, it will break under its own weight. We would not unduly minimize the salutary effects of healthy rivalry among participants in any work, but it does seem that many of our school executives, inflated with a desire to excel and outclass others in the same work and to make reports on school progress which are almost startling, have gotten too far in advance of the rank and file "who cannot see the wood for the trees." We cannot learn too early or too well the important fact that the control and management of our public schools are absolutely in the hands of the people and their approval and co-operation must be secured before we can engraft our ideas and plans. Two courses, at least, are open to an enthusiastic school official, viz.: (1) he may keep himself in the limelight by foisting upon his people his plans regardless of public sentiment, and trust to their good judgment to have them endorsed and accepted; or (2) he may keep himself in the background and let others appear to take the initiative in the matter. As it is characteristic of the average individual to want to feel that he has been consulted about his own affairs, it would appear that the latter course gives promise of better results. An experience of twenty years in the work of school administration convinces me that in school matters, more especially, the patrons are not going to accept what they don't want and we simply waste our energies in assuming that they will. This neglect to take the patrons into our confidence and march side by side with them in formulating and executing school plans has been the chief hindrance to the successful culmination of many movements for school betterment. Superintendent Miller, of West Virginia, has evidently discovered this weak point in school work, for each year he holds institutes for patrons as well as teachers. We should all imitate his example along this line and conduct each year an educational campaign whereby there may be an awakening of public interest in the school and its work. The school forces of Maryland have not been indifferent to this phase of work, but not enough has been done, and it is our plan to push the popular campaign idea more vigorously than heretofore.

Prior to the meeting of the General Assembly of Maryland in 1904, at which session the state school tax was increased 43 per cent and provision made for a school year of not less than nine months for white schools and a minimum salary of \$300 for teachers, there was a general discussion of school needs throughout the state during the political campaign and Governor Warfield, who was at that time a candidate, made reference to these needs in his speeches. Every candidate for the legislature was interviewed by a committee of teachers after receiving his nomination; so that when these men went to the legislature they were entirely familiar with the demands which school officials and teachers would ask them to crystallize into law. This reference is made to the General Assembly of 1904 in order to institute a comparison between it and the succeeding one of 1906, where it was with difficulty there could be obtained any recognition. Some bills of minor importance looking to the perfecting of our school law were passed, but the school tax was reduced $\frac{3}{4}$ of a cent and the compulsory education bill was defeated.

It is hardly necessary to add as an explanation that these questions had not been agitated during the campaign of 1905 and consequently the members of the General Assembly were non-committal. The moral of this is we must be alert *all* the time and keep the needs of the schools before the public eye in season and out of season if we are to make substantial progress year by year. Barring the fact that school legislation was to some extent disappointing, the annual report for our department for the past fiscal year shows steady progress in all the essential elements of a good school system.

The minimum salary law was a decided step forward in the teaching profession, but we must go further and say that no teacher holding a *first-class* certificate shall receive less than four hundred dollars. The law, as it now stands, is a recognition more especially of the untrained and possibly incapable teachers, and some of our county school officials have been obliged to fix the salaries of the best teachers at an amount which is but little if any more than \$300. There must be accorded to our professional teachers certainly as much recognition as has been shown the poorer teachers; for otherwise incentive will be

wanting to do good work. Our next legislature will be asked to enact such a law.

The State Teachers' Reading Circle has shown itself to be the most powerful adjunct for the teacher's improvement of the several means inaugurated for school betterment. At least one-half of the teachers of the counties of the state are members of the Circle, and it is the opinion of county superintendents that the school room work of such teachers is steadily reaching a higher plane of excellence.

There is now a revival of interest in teachers' and pupils' libraries. More than one-half of the offices of the county school boards contain professional libraries for teachers. The number of volumes of each ranges from one hundred to five hundred. These books are for the free use of the teachers. Every school must have a suitable library for the pupils and this work is being emphasized at this time. Maryland cannot join in Superintendent Hill's chorus "We are building one a day," for we discovered years ago that we have too many schoolhouses. Thirty per cent. of the new school districts formed each year in this state have been made in violation of our law, which expressly says there must be not less than thirty-five qualified voters in any new school district and as many left in each of the districts from which the new one was formed. The process of multiplication, as applied to creating new school districts, necessarily implies a smaller appropriation for each. We should set ourselves against the clamor for a schoolhouse at every man's gate, and turn our energies toward the improvement of those already in operation. School consolidation has made but little headway in Maryland. This is not due to the lack of authority, for the powers of county school boards are unlimited as regards the subject. This is another instance of enacting a law before we convinced the people. The experience of every county school board, where attempts have been made to consolidate schools, has been disappointing, inasmuch as all such efforts have aroused a stubborn opposition on the part of many representative school patrons. We do not expect to see much accomplished in this matter for many years. The schoolhouse still means much to an isolated community, it is the center of local interest and an integral part of community life.

After all, some solution of the rural school problem will come which will not make consolidation necessary for all schools.

The high schools are receiving more attention than ever before. The teachers of these schools have an effective organization and it is likely that the state will extend to these schools such financial encouragement as will enable them to accomplish in a satisfactory manner the prescribed work of the curriculum. There is an annual inspection of these schools by the state superintendent or his assistant. There is an accredited list of high schools submitted to the state board of education at the close of each year for approval.

Only two counties of the state are without manual training schools, each county receiving a state appropriation of fifteen hundred dollars annually for their maintenance.

Six counties have established colored industrial schools where lines of work patterned after the course of Tuskegee are followed. Each school (one for each county) receives from the state an annual appropriation of fifteen hundred dollars. We hope to establish one of these schools in every county of the state.

SOUTH CAROLINA.

HON. O. B. MARTIN.

According to our records, the schools of South Carolina made decided progress during the scholastic year, which ended June 30, 1906. The most striking advance, as I see it, is the average attendance, which increased 18,427 above that of the year ending June 30, 1905. The total average attendance in 1905 was 200,435. The total for this year was 218,862. Of the total average attendance for this year, 104,372 were white and 114,490 were negro. Of the increase, 11,737 were white and 6,690 were negro. The total enrollment showed an increase of 15,412. It is worthy of note that the average attendance increased more than the enrollment. Money is apportioned on enrollment, so there is a motive to encourage the people to make a large enrollment even if the children do not attend regularly at school. It shows real progress, therefore, when the average

attendance increases faster than the enrollment. The total enrollment for 1905 was 302,663; for 1906, 318,075. Of this total, 147,053 were white and 171,022 were negro. Of the increase in enrollment, 5,662 were white and 9,750 were negro. The average annual salary of white teachers increased from \$236 in 1905, to \$253 in 1906, making an average gain of \$17 to each teacher. The average annual salary of negro teachers increased from \$88.28 in 1905, to \$95.00 in 1906, making an average gain of \$6.72. The total revenue of the schools increased \$58,890.08, but the expenditures also increased, and the balances on hand at the close of the scholastic year ending June 30, 1906, showed a decrease of \$40,954.41. The books at that time of the year show pretty full balances; but this money is necessary to run the schools until taxes come in during the following December. The total revenue for 1905 was \$1,681,599.54; for 1906, \$1,740,489.62. The total expenditures for 1905 were \$1,304,629.44; for 1906, \$1,404,473.93. Total expenditures indicate the amount of the annual school fund rather than total receipts, because total receipts show a balance of more than \$300,000.00, which is carried forward on the 30th of June, in order to run the schools until tax paying time. This does not indicate that the schools have any surplus money, because if there were to be exact balances on the 30th of June, the schools would have absolutely no money for the fall session.

Of the total receipts, the 3 mills tax furnished, in 1906, \$653,273.41, an increase of \$33,409.61. The special tax levies furnished \$269,161.94, an increase of \$33,052.23. The Dispensary Fund furnished \$139,213.74, which was a decrease of \$71,757.68. The poll tax furnishes about \$200,000, and the dog tax about \$45,000. The prospect, then, with a decreased Dispensary Fund, and with only a slight increase in the other funds, and a gradual increase of expenditures, is that our school fund will soon get in a precarious condition unless the legislature comes to the relief.

There were exactly 200 new school buildings erected during the past scholastic year. Many of these are elegant buildings. A great number of them were erected under the encouragement of the school building law enacted by the legislature, and were built according to plans furnished from this office. All such

buildings are carefully inspected by county boards, before aid is given to them.

We now have 900 rural school libraries, 144 of which were established during 1906. One hundred and seventy-five of the libraries have been increased since they were established.

Seventy-five districts have voted special taxes during the last year. This makes 464 districts in the state which have taken this important step.

TEXAS.

HON. R. B. COUSINS.

Among the evidences of progress made within the last few years in Texas' educational affairs may be mentioned the following:

1. Advanced development of county institute work, requiring the attendance of teachers under penalty for failure to attend and rewarding them by extending temporary certificates for faithful attendance and performance of duty upon these institutes.

2. A division of these institutes into city and county institutes, with work definitely planned with reference to the needs of the teachers that may attend.

3. A law establishing the office of county superintendent at increased salary and enlarged powers, in all counties in the state having more than three thousand scholastic population. This law will give us in the state about a hundred county superintendents, who will rank among the best school men in the state.

4. Increase of the state school tax from eighteen to twenty cents, which is the constitutional limit.

5. The submission to the people of a constitutional amendment which will allow common school districts the right to levy a fifty-cent tax for school purposes and allow all school districts to carry a school tax by a majority vote.

6. Requiring common school districts to have one board of trustees to control all of the schools in the district and making the requirements for eligibility such as to secure men of intelligence and integrity for the office of trustee.

7. A revision of the law regarding contracts for state textbooks which very greatly improves the old law.

8. A law prohibiting school trustees from employing teachers who are related to them by blood or marriage within the third degree.

There are a number of decisions applying these different provisions of the law which are far-reaching in their effects toward improving the school conditions in the state.

VIRGINIA.

HON. J. D. EGGLESTON.

The most important school legislation enacted in Virginia at the last session of the legislature, 1906, was:

1. An act appropriating from the state treasury an additional \$200,000 a year for the pay of teachers in the primary and grammar grades, making now \$400,000 a year so contributed as a special addition to the regular state taxes for schools.

2. A high school act appropriating \$50,000 annually to supplement local funds for the establishment of high schools that maintain a standard fixed by the state board of education.

3. The Williams building act, which enables the school trustees to borrow from the literary fund money with which to erect schoolhouses according to plans and specifications to be approved by the superintendent of public instruction. This money is loaned at 4 per cent and is to be repaid in ten annual installments.

The appropriation of the additional \$200,000 a year by the legislature was devoted entirely to the pay of teachers in the primary and grammar grades. This added bounty on the part of the state has been supplemented by higher local taxes in very many of the divisions. The average salary in Virginia in 1906-1907 will show a material increase over the record for the previous year.

Probably the most important school law passed by the General Assembly was the high school act. The \$50,000 per year given the state board to supplement local funds for the establishment and maintenance of high schools, taken in conjunction

with the Williams building act, shows the following results in one hundred and ten of the one hundred and eighteen divisions of the state:

| | |
|--|--------------|
| Buildings whose erection or improvement was induced by the | |
| High School Act..... | 52 |
| Cost of same..... | \$188,482.40 |
| Houses erected or improved in part by loans from the Lit- | |
| erary Fund | 58 |
| Cost of same..... | \$137,027.72 |
| Houses erected or improved by other loans or bond issues.... | 26 |
| Amount of said other loans or bond issues..... | \$196,330.00 |

The high school fund for this year has been distributed among one hundred and sixty-eight schools in amounts ranging from \$200 to \$400 each. It is safe to say that the counties and cities have contributed not less than \$200,000 additional for the pay of high school teachers. Many of the old and established high schools have not asked for state aid.

Viewing the situation in a broader way, returns from the said one hundred and ten divisions show:

| | |
|---|--------------|
| Number of new school-houses completed between February 1, | |
| 1906, and February 1, 1907..... | 236 |
| Total cost of same..... | \$402,898.60 |
| Number of houses enlarged and improved during same inter- | |
| val..... | 70 |
| Total cost of same..... | \$93,568.42 |
| Number of new school-houses now building..... | 55 |
| Total cost of same..... | \$263,995.00 |

I am of the opinion that the new buildings and substantial improvements completed during the year ending February 1, 1907, aggregate in value \$550,000, and the new buildings now in course of erection will cost \$275,000, or possibly \$300,000.

We have between 25 and 30 transportation wagons on trial in various parts of the state and a fair test of the use of these wagons has aroused a sentiment overwhelmingly in favor of continuing and steadily pushing the idea of transporting children as well as that of the consolidation of schools. Many consolidations have been effected, however, without the transportation of children.

A great deal of very valuable work is being done through the agencies of the State Teachers' Association and the Co-op-

erative Education Association of Virginia. The former organizes the teachers for more effective work and the latter organizes the citizens at large, fostering school improvement leagues, etc.

The school revenue in Virginia for the year 1905-1906 was as follows:

| | |
|--|----------------|
| State taxes | \$ 892,304.54 |
| Cash appropriation by the General Assembly..... | 202,000.00 |
| On investments of the Literary Fund..... | 58,986.04 |
| Local funds | 1,430,997.00 |
| <hr/> | |
| Total..... | \$2,584,287.58 |
| Appropriations to institutions of higher learning..... | 461,750.00 |
| <hr/> | |
| Total..... | \$3,046,037.58 |

The revenue for the current session will be approximately as follows:

| | |
|--|----------------|
| State taxes | \$ 942,110.76 |
| Cash appropriation by the General Assembly..... | 403,300.00 |
| On investments of the Literary Fund..... | 58,986.04 |
| Local funds | 1,650,000.00 |
| <hr/> | |
| Total..... | \$3,054,396.80 |
| Appropriations to institutions of higher learning..... | 437,250.00 |
| <hr/> | |
| Total..... | \$3,491,646.80 |

WEST VIRGINIA.

HON. THOMAS C. MILLER.

Without doubt the most encouraging feature of the educational outlook in West Virginia today is an awakened public sentiment throughout the state in behalf of better school conditions. This sentiment manifests itself in many ways. We see it expressed in a desire for a longer term and in provision for the same, in the payment of larger salaries to teachers, in the erection of better school buildings, and in a general effort to make the school the center of the best life of the community. While these physical conditions do not, of themselves, make good schools, they contribute very largely to that end, and I am pleased to report very decided advancement in this respect. It

may be stated, also, that there is a strong desire on the part of teachers for self-improvement. This is shown by their attendance at the normal schools and the summer schools, and by their interest in the Reading Circle in which course about three thousand are enrolled. The round tables and district institutes have been largely attended this year, and school journals are more in evidence than ever before.

Last year 7,830 teachers were employed in West Virginia, and the number of school youth in the state was 342,060. The total amount expended for all educational purposes was \$3,412,383.68, being \$9.90 per capita of school population and \$3.23 of the entire population of the state based upon the government's estimate of the state's population in 1906. It will be noticed that the average expenditure in the United States as given in the last annual statement from the bureau of education is \$3.49 per capita.

West Virginia has an invested school fund of only \$1,000,000, the interest of which is distributed annually. Our general school fund, as it is called, is derived chiefly from the following sources: A capitation tax of one dollar from every male citizen; the proceeds of all fines and forfeitures; interest on the invested fund, and a state tax of five cents on every hundred dollars' worth of property. Last year this distributable fund amounted to \$762,799, or a per capita distribution for school youth of \$2.15. Our new revenue law provides that this annual distribution from the state fund shall never be less than it was last year and it is believed that the amount so distributed will be largely increased. Of course, it should be understood that this general or state fund is largely supplemented by local levies, these levies on an average being about four times the aggregate of the distributable fund, this state fund thus constituting only about twenty per cent of our school revenues for the teachers' fund. In addition to the local levy for the building fund, which in many places is almost as large as the levy for the teachers' fund, many districts have bonded themselves in a considerable sum for new buildings and equipment.

While our compulsory attendance law is not so effective as we would like to have it, still it has been the means of bringing thousands of our youth into the school room, and among our

progressive citizens there is but one sentiment regarding this measure, and that is to make it more effective. At present the requirement is that children shall attend school at least twenty weeks each year, but we think this law will be amended so as to embrace the entire term of six months, the minimum term now provided for. It is not possible to give the exact statistics and the number of pupils brought into school under the provisions of the compulsory law, nevertheless, the increase is very noticeable in some of our cities and growing towns where the youth between the ages of eight and fourteen years have heretofore been employed in shops, factories and mines.

While for many years most of our towns and cities have had good school libraries, it was not until recently that much attention was given to placing suitable literature within reach of the children in our district schools. Now this movement is receiving considerable attention, and the growth of these collections of books in country districts is very gratifying. In 1897 there were only 8,026 books in these libraries, and this number had grown to only 17,000 in 1900, but in 1906 it had increased to 126,503. It will be remembered that this number includes the books of village and district libraries only. Public and city libraries and many high school libraries are not included in this list, but I presume would almost duplicate the number.

As our law makes no specific provision for the appropriation of public money for school libraries, various methods were used by which to raise funds for the purchase of books. In many places an admission fee was charged to a little entertainment proposed for the occasion; in other communities contributions of money and books were received, while still further, boards of education duplicated the amount that was raised by the school. One country school reported one hundred and one dollars as the result of its own efforts for books, while another in a remote interior section of the state raised fifty-nine dollars. Of course in some of the towns and thickly settled communities the receipts were much larger. A very encouraging feature of the work is the fact that not only are pupils interested in the library effort, but the citizens are contributing liberally to it and heartily aiding the movement that will put within reach of our youth a better class of literature.

In the selection of books the aim has been, even with a small collection, to choose books suited to the needs and capacity of pupils in the different grades. Neither are the young men and women out of school, nor the fathers and mothers at home, forgotten. The vocations of the people are also considered. For instance, books on elementary agriculture, fruit-growing, poultry-raising, coal-mining, forestry, etc., have been chosen for different sections where the people were especially interested in these industries. Not only are books chosen for the libraries, but good periodicals as well, especial emphasis being placed upon good illustrative magazines. While in many districts at first the smaller and cheaper books must necessarily be purchased, we feel that this is a good beginning, if the books are carefully selected, and that when the reading habit is once formed in a community the interest will increase, and books of a more valuable make-up and of a higher literary character will replace those first introduced.

A prominent feature of our educational progress last year was a series of educational campaigns having for their object the awakening of a better school sentiment throughout this state. In this we were not disappointed. Meetings were held in about fifty towns and villages, and about thirty thousand persons, including school children, were in attendance. In many places the largest auditorium was not sufficient to accommodate those who came, and leading citizens took part in the proceedings. Among the speakers on these tours were Hon. W. W. Stetson, state superintendent of Maine, Dr. A. E. Winship of Boston, Dr. R. G. Boone of New York, Supt. O. J. Kern of Illinois and Capt. E. Miller of Iowa, together with a number of the professors from the university and other home workers. A good degree of interest was shown everywhere, but it was particularly encouraging in country districts. Among the topics emphasized were district high schools, centralization, school libraries, district supervision, better salaries and longer terms. Undoubtedly these meetings set the people to thinking, for in a number of places steps have been taken to lengthen the school term, and to provide better buildings, and a number of high schools have been established.

Akin to these campaigns is a plan, recently introduced, of

holding a public conference with boards of education at their annual meeting. The board appoints a time and place for such a meeting and generally there is a short address by some one previously engaged, after which there is a general discussion and exchange of views relating to the school interests of the district. These meetings have been productive of much good and I propose to make them a special feature of this year's work. In this good service we have had the assistance of members of our various school faculties and of gentlemen and ladies of high standing in various professions, and I believe no agency has been more effective in awakening the people to a need of better educational facilities.

Four years ago the legislature provided for a state system of uniform examinations for teachers, thus replacing the old county system which had been in operation since the state was organized. At first there was some disappointment on the part of those whose certificates had been renewed for years and by those who failed to receive as high grades as they desired, but now the system is regarded as having done more to elevate the standard of teaching than anything that has ever been devised, and no community would go back to the old plan of county examinations. These certificates issued by the state superintendent are valid in any county and this new measure has had more effect in increasing salaries than the minimum law itself. Boards of education, in order to retain the best teachers, have been compelled to advance salaries, and there is considerable competition, not only between counties, but among magisterial districts in the same county for the services of the more competent instructors. It is true that districts with less material development and scant financial resources may, for a time, seem to be at a disadvantage, but the effect of the uniform system has been not only to improve conditions in the school room, but to increase teachers' salaries very materially.

Not only are our common schools, including district, graded and high schools, making good progress, but our higher institutions are contributing much to our educational advancement. The West Virginia University with a faculty of seventy-five (75) competent men and women and an enrollment of twelve

hundred and fifty (1,250) is the center of our educational life, while our preparatory schools aid many young men and women in their preparation for the university courses. Our six normal schools have an attendance of over twenty-two hundred (2,200) and the graduates who go out from these institutions are doing much toward the elevation of the youth of the state. Nearly twenty-five per cent of the teachers now employed in our schools have had some training in our normal schools, and the number is increasing each year.

West Virginia can justly claim the place of pioneer in the matter of fixing minimum salaries for teachers. By reference to the Code I find that on March 15, 1882, a bill was passed by the legislature as follows:

"Teachers having certificates of the grade of number one shall be paid not less than twenty-five dollars per month; those holding certificates of the grade of number two, not less than twenty-two dollars per month; and those holding certificates of the grade of number three, not less than eighteen dollars per month."

Since that enactment this provision has been amended twice, and minimum salaries, as now fixed, are: \$35, \$30 and \$25, respectively, for No. 1, No. 2, and No. 3 certificates. While, of course, this provision applies to the entire state, it does not affect more than 20 per cent of the school districts, and the measure was first enacted to protect the school interests of communities where the idea of economy seemed to be too dominant. In these places the law has had a good effect, and, in fact, its influence has been a helpful one even though the minimum has been low.

I am glad to report, however, that the average salary throughout the state is considerably above that fixed by this minimum law. For No. 1 certificates the general average is \$39.70; for No. 2 \$31.66; for No. 3 a little above \$25. The average salary in the state for all grades of certificates, based on the length of term, is \$36.90. It may be stated here that salaries in many of our graded schools are far in excess of this average, in some places reaching \$75 per month in primary and intermediate grades.

In an effort to keep in touch with other progressive sections of the country, West Virginia is giving increasing attention to the improvement of the physical and material conditions in and around school buildings. School grounds are being enlarged and improved by fencing and the planting of trees, shrubbery and flowers; school rooms are being adorned and fitted up with modern conveniences and a desire for better things manifests itself all over the state. Arbor Day has been observed by the schools for a number of years and the fine trees found in many school grounds testify to the value and beneficence of this beautiful custom. But not only does this good work show itself in the improved conditions in and around our school buildings and grounds, but its influence reaches the home surroundings as well. This is seen in the little flower gardens and better kept yards both in town and country. In this good service the School Improvement League and the Civic Clubs have been potent factors, and we look to the Woman's Federation for valuable assistance in this effort for bettering the conditions both of the school and the home.

In brief, I think it can truthfully be said that there is educational upbuilding going on in West Virginia today, but it is more in the nature of foundation-laying than work on the superstructure, but we confidently look forward to more favorable conditions in the not distant future.

This report was read before the Conference for Education which met in Pinehurst, N. C., April, 1907.—The Editor.

SOME RURAL SCHOOL PROBLEMS.

SUPERINTENDENT JUNIUS JORDAN, Arkansas.

The subject matter in the 1,500 school journals and magazines published in the United States never reaches beyond the professional or pedagogical boundary. The proceedings of the various state and national associations, published in the educational journals, the extended lectures and elaborate dissertations on the art and the science of education, or the polity of schools, the various suggestions of how to teach this or that

subject, all die within the pales of professional, or conventional journalism.

No appreciable number of the patrons of the public schools, attend teachers' conventions, or associations, any more than they do the organized meetings of the scientists, the annual gatherings of the lawyers, or of the doctors, or of the men of commerce. The same appreciable element never subscribes for a journal, or a magazine that is published in the interest of the special professions.

The exhaustive lectures and dissertations and treatises of the great philosophers of education, in ancient and modern times, are read only by "brothers of the cloth." It was so with Socrates, Plato, Aristotle, Cicero, Quintilian, Pestalozzi, Froebel, Herbert Spencer; and in the United States, of Horace Mann, Stanley Hall, W. T. Harris, Hinsdale, and many other leaders in the science and the art, as well as in the philosophy of education.

The modern creed bids every man look first, last and all the time, to his cash box, and, intellectual activities are expended along those lines that are tributary to the science and the art of acquisition.

If there is a surplus of energy, or enthusiasm, it finds a vent in the field of politics and political literature. While every one subscribes for a newspaper, or a literary magazine, I have yet to find one person, outside of the teaching guild, who takes an educational journal. And yet, often times we meet one who presumes to know more about the science, the art and the philosophy of school work, than all that long line of illustrious educators just mentioned, not to allude to the humbler man, or woman, who has devoted a life time to the work, as well as to the study and practice of the subject of teaching.

The inattention of the general public to school articles written by dwellers and workers in the higher realms of education, being so pronounced, what can any individual hope to have in the way of reflective readers or hearers among the masses? Who reads an essay, or a treatise on educational polity, methods and management of schools, the relation of teachers to pupils, or patrons to teachers, or any other subject of like char-

acter, when the paramount subjects of interest are commercial and political? Few writers on school matters have received recognition or attention from the public, even though they have given forth the experiences and wisdom of twenty or more years of devotion to the study, the improvement and the culture of pupil life. However, if one article of ten lines, or more, of obvious satire, implied dislike, or softly couched criticism appears, readers without number will be had and heard from.

So with the other professions, such as the law, medicine, theology, engineering, be there ever so instructive a treatise or lecture, none other than the "guild" will read it with appreciative interest. This being true, what is to be practically accomplished by school associations, lectures, or essays? Men of commerce, of politics, and of some of the sciences may have a reading clientage; the educators none beyond the professional temple.

It may safely be assumed that one patron of public schools in the United States out of 500, takes or reads an educational pamphlet or magazine; one of 100 reads an article on the subject of education. Therefore, there is one chance in 500, and one chance in 100, that a person will be informed on the conditions that appertain to modern school work or school advancement. This same inappreciable number, is unacquainted with the essentials and the hindrances that are so often existing or interposed, to mar the harmony of schools or to obstruct progressive legislation as well as the mental growth and development of pupils.

The general proposition is laid down that the teachers are expected and required to take charge of and be responsible for the physical, intellectual and moral growth of any and all the pupils who may be enrolled, regardless of conditions or surroundings.

The scope of this traditional injunction is fearful to contemplate, and it is exceedingly doubtful if any one would enter the profession if he or she should carefully reflect upon the conditions that obstruct educational progress.

The industrial and professional world being listless, what remains to be said in regard to the legislator? Is he guiltless of the charge of indifference or neglect of educational matters?

Observation and experience show that the efficacy of teachers' organizations and of professional logic have failed to touch him.

Commercial matters and local legislation engage his ardent attention. But, how about our philanthropists? Have they wisely donated thought and money? Is it not true that their activity has been for the immediate benefit of cities and towns and not for the hamlet, the village, or the neighborhood school in the country?

An educational canvass on pullman cars and in cosmopolitan cities, is highly a personal matter, living and dying in the local columns of cosmopolitan journalism. The citizens in the country do not read of these displays, for such they appear. "Go out into the highway and the hedges," said the Master. Have the philanthropists visited the rural districts by person or by purse? The appearances and the utterances of the "elect," reach not beyond municipal bounds, or the personality of the chosen.

So too with legislation; it is largely in favor of the cities and towns, to the neglect of the country. Any one who is at all familiar with the history of legislation in all the states of this federal empire, knows this to be true.

The cities can take care of themselves, for special legislation has been granted; but not so with the country. The superior advantages given cities by the general assemblies, have served largely to break up the homesteads in the country and transfer them to the cities and towns, while dangerous race conditions have accelerated the movement.

This brings me to my subject, "Some Rural School Problems." I am glad that I am to state them, not to solve them. I leave them to be worked out by those who have the art to enchant and the ability to handle legislatures:

1. Lack of neighborly spirit and sentiment.
2. Absence of school interest in a community.
3. Lack of financial strength.
4. Poorly constructed and poorly equipped school rooms.
5. Lack of compact neighborhoods, distances too great between families, and the unfortunate location of school houses.

2. Short terms of school.
7. Poorly paid and inefficient teachers.
8. Lack of social enjoyments for pupils and for teachers.
No home or school entertainments.
9. Bad roads and lack of proper conveyances.
10. No legislation favoring improvements of country schools, as there is for city schools.
11. Using children for farm work, thus depriving them of proper schooling.
12. Absence of comparisons that stimulate ambition and that serve as incentives to study and self improvement.
13. A variety of school books.
14. Indisposition of teachers who have received technical training in the presence of high social and educational ideals and privileges, to locate where these are lacking.
15. Absence of libraries and literary cult.
16. Dangerous race conditions.
17. Too many school districts; concentration is needed.
18. Lack of neighborhood pride.
19. Proneness of the father to bring up the traditional hostility of pupil to teacher, as exemplified "in his day and time."
20. Absence of the Sunday school and consecutive Sunday preaching—the most salutary of all influences to temper the nature of children and render them amenable to school discipline.

THE HIGH SCHOOL IN THE STATE SYSTEM.

JOSEPH S. STEWART, Professor of Secondary Education, University of Georgia.

(The following is a condensed stenographic report of Prof. Stewart's remarks:)

Education should properly be divided into three groups or parts: elementary, secondary and superior. Neither is a whole in itself, a complete thing. Each one of the three is essential to the others. In Georgia we recognize two in the constitution: the elementary and superior. In some of the southern states no distinction is made between the elementary and the secondary at all, and in the minds of the great mass of our people

the division is not made into these groups. In some states no distinction is made even in the requirements for license to teach in the elementary and secondary school. We must get things clear, these three parts of a system of public education, of public schools if you please, elementary, secondary and superior.

Now before the war we had no public school system in the south, except our universities. After the war we adopted the public, common school system, but without any high school. In the cities, high schools have gradually grown up as an extension of the elementary school, but the rural districts and smaller towns are practically without high school facilities. For the past forty years the strength of executive authority, of legislative appropriations and of press and public speech has been put upon the common school. It has become the shibboleth and almost a fetish. I think it is well it has been made prominent. It is the youngest of all the parts of an educational system, younger by a thousand years than the secondary school.

It is right to demand that every child should be in reach of an elementary school, and that every child should be made to attend that school. It is his right and no parent or corporation or accident of birth or condition should prevent him from securing the elements of an education. It is folly, the blindest folly, for any state or community or parent to deny to any child the privilege of elementary education. But, gentlemen, while we are giving this elementary school to the child, to every child in our Southland, we must not forget the fact that the common school or elementary school, can never do its full work unless sustained by a secondary school within reach of these children. The secondary school is the center, the heart of our educational system from which all far-reaching reforms in the elementary schools and even in the superior schools must proceed. We can never have a good common school system, as it is called, until we have connected with it a good secondary system. No chain, if you please, is stronger than its weaker link, and in the south the high school is the weak link.

Now, what is the effect throughout the south of not having

good high schools? First the common schools suffer through lack of teachers to teach the elementary schools, and through teachers have a grade below first on an examination embracing only the common school studies and school management. The large majority of these never attended a high school nor any school higher than that which they are attempting to teach. One-fourth of these teachers drop out every year. Clearly, the normal schools, as essential as they are, can never supply even the loss of one year, though they double in their attendance. The college graduates are not to be considered. Summer schools are a great inspirational factor, but supply little scholarship. The local high schools are and must be the great recruiting and training centers for good common school teachers.

The common school suffers through lack of incentive among the pupils to complete that course and reach a higher course. Each class tends to gauge itself by the one above. In schools with seven year courses, the pupils drop out rapidly with the sixth. Add another year and the seventh remains full. The lengthened course lifts the education standards of the entire community. The high school becomes the goal of many an ambitious youth or parent, which would be undreamed of were no such school the crowning glory of the country system.

The high schools should largely prepare the leaders, supply the incentives and furnish the centers for development of the surrounding lower schools and their communities. As a result of this unity there would come uniform regulations for completion of the seven-year common school course and easy entrance to the first year of the high school. The annual school contests and exhibitions of school work, the common teachers' meeting, the central library, the annual graduating exercises of the high school, all these would exert a healthful and stimulating influence over the rural schools. No state has ever succeeded in building up an efficient common school system that failed to provide related high schools of sufficient number and quality to reach the masses.

The common schools suffer in another way from want of high schools. Many of our people are anxious for their children to pursue their studies beyond the grammar school course, look-

ing towards college training, and they insist upon the teacher of the rural school devoting from a fourth to a third of his time to instructing their children in Latin and algebra that rightfully belongs to the thirty or forty children in the elementary studies. As a result the pupils are poorly taught, being sandwiched in for five or ten minutes at a time between the high school students. I feel sure that every observer of our schools must agree with me as to the harmful effect of this overloading of the one-teacher school. In a well organized county system the board would decide what schools could give high school instructions and forbid the teaching of these subjects in the other schools. This would insure good high school work where granted, and better elementary teaching in all the other schools. The present plan is wasteful of the time and energies of the teacher and pupils and of the money of the tax-payers.

Again, the colleges suffer from lack of high schools. In 1903 there were 2,500 boys graduated from the south ready to enter the colleges of the south. In New York alone, there were 1000 more high school students than in all southern states combined, and yet the population is scarcely more than one-third of these eleven states.

The colleges are as dependent upon the high schools for patronage as is a tree upon the soil in which it rests. Without more high schools our colleges must either go on with but few students, or offer preparatory courses at great expense to the college, the tax-payers or contributors and to the students or do a grade of work under the name of college which is a reproach to the institution and a deception to the students. From whatever angle the work is viewed, the colleges suffer where the high schools are few and poor, and they prosper where these schools are successful.

The educational standards, the culture, the technical skill, the efficiency of every community is gauged at last by the efficiency and character of the training given its youth. The secondary school provides an open door to the ambitious child to carry forward his studies beyond the elementary school, and opens the gateway to the superior school. Without a comprehensive high school system no state system of education is

worthy the name. A great gulf, not altogether impassible, lies between the child and the university, between the child and efficient training for this twentieth century life.

We need legislation providing state aid, efficient supervision, a close correlation of our high schools with the other schools, and such a curriculum as will lay the foundation for that culture and that education and that skill that makes the perfect gentleman—the man of learning and the one who can earn a living. We of the south can never develop high schools for the masses without definite legislation and definite state aid. The continental countries could not do it. We may have high schools and trade schools in the centers of population and preparatory schools for the sons of the rich, but the rural children, those that need help will continue to be without secondary schools. Their little home school will continue to be a blind alley.

I think Minnesota has perhaps the best state system of state aid in America, and I want the teachers of the south to hear what the state inspector of high schools says in a recent letter to me. I asked what was the result of fifteen years state aid in Minnesota? He writes:

(1). A body of high school instructors, 85 per cent of whom are college graduates. (2). Substantial brick buildings with laboratories, recitation rooms, superintendent's office, reference room and library. (3). During these years the number of high schools has risen from seventy to one hundred and ninety-two. The expenditures for libraries have increased from \$2,000 to \$24,000 a year. The annual expenditure for apparatus has risen from \$5,000 to \$26,000. The annual expenditures for supplementary reading in the grades connected with the schools from \$1,500 to \$14,000 a year. The summary of expenses has increased from \$9,000 to \$72,000. (4). The enrollment in the state university has been more than doubled. It is now between 4000 and 5000.

The credit is due in my judgment to four factors:

(1). Our people have desired to build good schools, they are willing to tax themselves, in addition to state aid our local voters levy an annual tax from 6 to 30 mills on each \$100 of property. (2). They have a wonderful material prosperity.

(3). Our systems began with \$400 a year for each school, the amount has increased to \$1500. To obtain the award the schools have been led to provide good buildings and to comply with every reasonable regulation of the board. (4). An inspector of schools. You will see that I have answered your inquiries from the standpoint of the state. We are proceeding on a plan of building up a great system of high schools without particular reference to the university. The result is that the university shares with the state in the general prosperity. We sent twelve hundred freshmen to the university this fall. We will send twice that number ten years hence."

By a somewhat similar system of a small amount of state aid to each high school of standard requirements (a little over \$400 in 1905), Wisconsin is building a splendid system of high schools. The state aid will loose the purse strings of the taxpayers.

Florida adopted the plan of state aid two years ago. Last year 17,000 pupils were attending secondary schools. What other southern state except Texas can show as many.

Last year Virginia appropriated \$50,000 to aid in the establishment and maintenance of high schools. As a result that \$50,000 has caused the towns and counties to expend for teachers' salaries \$100,000 and an expenditure of over \$300,000 for grounds and buildings. It caused an increase of 4 cents in the local tax rate and made high school tuition free in a large number of counties. Up to the time of this appropriation Virginia was relying for secondary training upon a few rich preparatory schools and high schools in a few cities and large towns. The definite aid of a few hundred dollars stirred the smaller communities.

We have been trying for four or five years to get state aid for the high schools in Georgia but we find our constitution restricting aid to "elements of an English education only." Last summer the general assembly did appropriate the funds arising from the inspection of fertilizers, oils, etc., to the University for the maintenance of one agricultural high school in each congressional district, as branches of the agricultural college. Each district will receive about \$6,000 annually. We have just

completed a campaign locating these schools. The county in each district making the best offer was to secure the school. In order to secure the location of these schools over \$850,000 has been contributed by the eleven successful counties. Fully a million and three-quarters of property was offered by the counties bidding. This shows how eagerly the people will work for schools of secondary grade when the state leads the way. If we could get state aid for high schools in every county after the manner of Minnesota, I am confident that every county would have at least one free high school within two years, that the high school attendance would be doubled as quickly, and that the colleges and every phase of industrial life would soon feel the quickening influence of these centers of light.

Alabama has no such restriction as has Georgia. Let me urge upon the large number of Alabama teachers present and upon the general assembly which is soon to meet that a liberal appropriation from that half-million surplus, which I understand is in the treasury, be made for the establishment and maintenance of high schools in every county. I know that South Carolina expects to pass such a bill next month, with every prospect of being successful. Tennessee is also working to the same end. Let North Carolina, Mississippi, Arkansas, Louisiana begin similar campaigns. We propose to amend our constitution next summer.

This struggle for the more efficient training schools in every county should especially appeal to every white voter and law maker. It is pre-eminently a demand for the uplifting of the white boys and girls. Let us prepare at once to develop the brains and strengthen the arms of this million of white youths ere they pass into manhood's estate, unfitted to cope with the better trained youths of other sections and the rich inheritance of the south passes into other hands. The way is clear. May our law-makers measure up to the great occasion.

Along with state aid there must be correlation of the secondary schools with the elementary schools and the universities. We have been working along this plan in Georgia for four years and without state aid, by careful inspection and local encouragement, we now have eighty-two accredited schools. The

accrediting system had its origin in the north-west and has had a most stimulating effect upon all classes of schools. I have letters here from every state in the north-west bearing testimony to the great value of correlation. I will read only one.

UNIVERSITY OF MISSOURI.

Columbia, Mo., Nov. 9, 1906.

PROF. J. S. STEWART, University of Georgia, Athens, Ga.

Dear Mr. Stewart: Replying to your favor of recent date I beg to state that our experience in Missouri, as well as the experience of other universities in the Middle West, demonstrates that efficient inspection tends to give high school teachers good standards of work; to inspire them with zeal in prosecuting their work and with a desire to improve their scholarship and teaching skill by attending summer schools or in other ways; puts them into sympathetic relations with men in higher institutions and leads them to look to these men for helpful suggestions; gives the principals of schools greater influence over school boards in securing appropriations as these boards like to have their schools as well rated in the State as schools in towns of similar size; leads the faculties of the universities to take more interest in the work of the schools; and, by making pupils in the accredited high schools of the state feel that the way is wide open to a higher education, increases the enrollment in institutions of higher rank.

Twelve years ago there were not a dozen high schools in Missouri that could prepare students to meet our present entrance requirements. There are now 124 accredited schools in this State, of which 109 are public high schools, and the work is just well begun. Through the stimulating influence of our inspection we hope to have 200 accredited public high schools in Missouri within a decade, and that without State aid to high schools. During these twelve years, though standards have been greatly raised in the University of Missouri, the enrollment has increased from less than 400 to about 2,500, in keeping with the growth of accredited schools. This year over 95 per cent. of our new students entered by certificate from schools accredited to this and other good universities. Others had to take entrance examinations.

Sincerely yours,

D. G.

A. ROSS HILL.

I hope the time is not far distant when we will have efficient inspection and accredited secondary schools in every southern state and an inter-state affiliation among all these schools and the colleges of the south. By the adoption of uniform standards of units of work, this can soon be brought about. I believe the time is near at hand when we may confidently hope for a national recognition of standard schools.

One other point. In addition to the secondary schools of general type throughout the counties of the south, I am greatly in favor of the district agricultural schools authorized in Alabama and Georgia. I believe the national government should aid these schools, just as it aids the state agricultural colleges, either in support or in maintaining sub-stations. Chancellor W. B. Hill, two years ago in Jacksonville, made his inaugural address as president of this association in favor of government aid, under state direction, of district industrial schools. If congress would pass a law giving \$2500 a year to any congressional district that would equip and maintain a district agricultural school, under state direction and support, I believe the result would soon meet with universal approval and be of as far-reaching good as was the Morrell bill establishing the state agricultural colleges. Two congressmen from Georgia have introduced bills bearing on this matter. Let the leaders of the south get back of this movement and lead the nation in demands for secondary industrial schools for the rural people. We need it. What we have received for Auburn and Athens and agriculture in all the states has been a blessing. We like what we have received. We want more of it. It is our government and we should not be afraid of help from it. We have not been getting our share of the aid. I can see no reason for being afraid of national aid especially along the plan I have mentioned.

I am told that the electricity that runs the street cars, furnishes power and lights for this beautiful city, comes from Tallassee falls on the Alabama river a few miles distant. The latent power in the river, as it flows down through the hills of Alabama and Georgia, has been there for thousands of years, though little used. Some man saw the possibilities and put a wheel and dynamo by the side of the falls and converted that energy into a form useful to man. So it is with education. There is the stream of knowledge coming down to us from far distant ages. Small at first, it has been added to by this man and that on down through the centuries until it reaches us, a vast stream. If we let it pass by silent, unused, it will do little good, as did the old Alabama when the Indian floated his canoe along its silent stream. We must put our universities besides

this stream of knowledge and convert this power of the ages into forms of energy that will serve our varied needs. It must be distributed from the universities to the secondary schools as sub-stations. From these it will go out through the district schools to every home, to brighten and bless and make happy every child. Let us organize and construct educational power houses and distributing systems with no breaks in the circuit—universities, secondary schools, elementary schools—all one for the making of the best American citizen.

HIGH SCHOOL IN STATE SYSTEM.

Brief Historical Statement.

PRINCIPAL J. B. CUNNINGHAM, Birmingham, Ala.

Mr. Chairman and Fellow Teachers:

This topic, of course, forbids originality in any line. The paper that I shall present will attempt to be a faithful report of the conditions as they obtain.

There are four ways of interpreting the secondary school.

Dr. Hinsdale once wrote, "The division of education into primary, secondary, and higher rests—upon the subjects which are taught, and the methods that are employed in the schools in which these three kinds of education are given." His divisions are objective; that is, lie outside of the child.

There is a historical view, beginning with Plato who recommended schools suitable for childhood, youth, and manhood.

President Eliot thinks the divisions are social: "The secondary schools—do not exist for the purpose of preparing boys and girls for colleges. Only an insignificant percentage of the graduates of these schools go to college or scientific schools. The main function is to prepare for the duties of life that small portion of all the children of the country—who show themselves able to profit by an education prolonged to the eighteenth year, and whose parents are able to support them while they remain in school."

A still more necessary reason for the secondary school exists—the subjective one of mental growth. Primary education

deals most largely in senses, perceptions and memory; secondary, in conceptions, symbols, ideation, and image making; higher, in processes of reasoning and in applications.

It is said of Thomas Jefferson that, "For more than forty years his mind moved along these three lines of institutional reform for his state: (1). Subdivision of counties into hundreds, wards, or townships, based on militia districts, which should become primary school districts; (2) grammar schools, classical academies, or local colleges; (3) a state university." These three school units were already developed before Jefferson's time; they are accepted today. The fatal mistake existent before Jefferson, remade by him, and now present—is that the second unit can be left safely to private enterprise and philanthropy.

Opinions fairly agree that in the south, and more or less in the north, ante-bellum education was essentially as follows: General education gotten in the church, in the court-house, and on the hustings; college education for training leaders and making "gentlemen." The "college" was the school which received public aid—tuition being partly free in the church colleges and free in the state universities. Absolutely no connection existed between the lower private academies and the subsidized higher institutions.

In differentiation there have arisen four chief kinds: control has given us the private school, the church school and the public school; sex, the boys' school, the girls' and the mixed; educational values, the Latin, the English, the manual training school; specialized aim has given schools of law, dentistry, medicine, normal training, agriculture, etc. Control is fast becoming a function of the state. In important secondary schools Mr. C. H. Keys (N. E. A. Proceedings 1899), says of the part played by sex, that there are but twenty-one female schools in the United States—all these being in large cities and in old settlements; he limits the important male schools to twenty, nineteen being in the south. Co-education seems to be the established form in America's high schools; co-education need not, and does not, necessarily mean co-study or even co-topics, however, in most instances of practice, it is both of these.

The best summary of the people's attitude toward the secondary school is found in Dr. W. T. Harris's *Present Growth of the Public High School* (N. E. A. Proceedings 1901):

| In the United States— | High Schools. |
|-----------------------|------------------|
| 1860..... | 40 |
| 1870..... | 160 |
| 1880..... | 800 |
| 1890..... | 2,526 |
| 1900..... | 6,005 |
| In the South— | High Schools. |
| 1890..... | 273 |
| 1900..... | 1,124 |

The gain in the south during the decade from 1890 to 1900 was 311 per cent while that for the whole country was 137 per cent. From this report three things are easily gleaned—before the Civil War the high schools scarcely existed; in 1900 it had reached national importance; and judged by the rate of increase, the southern states are the fallow ground.

ATTEMPTING A DEFINITION.

So far all attempts to define the high school in the scheme of education have proven uncertain. Dr. E. F. Buchner (*Education*) calls it the “storm center in education.” Speaking of primary, secondary, and higher schools, Dr. Paul H. Hanna (*Educational Aims*) says, “Too commonly we have attached a wrong significance to this division. Too often it has been regarded merely as a suitable stratification of our school system with appropriate subdivisions in each stratum, for the convenient handling of masses of children and youth for periodic examination and transfer from one stratum to another.”

The secondary school, as this term is used by the National Commissioner of Education and adopted by the National Educational Association, means:

1. That portion of work between grammar school and college.
2. The work commonly done by college-fitting schools.
3. The work formerly done by the private academy.

And further,

4. The final school culture for a majority of the matriculants.
5. Preparation for entrance into business life for some.
6. Preparation for entrance into productive occupations for many courses.

COURSES.

In carrying out one or more of these ends the high schools group their courses into:

1. Classical or college preparatory.
2. Scientific, usually having one or more modern languages.
3. English—no foreign language; full mathematics. History and economics and science.
4. Business—full English, stenography, book-keeping, etc.
5. Manual arts—full English, mathematics, and work in wood, iron, etc.
6. Domestic sciences—English and mathematics, and training in sewing, cooking, etc.

TIME ALLOTTED.

To further complicate matters real high schools cover periods ranging from one year to six—the usual time being four years.

To date, no man has had the hardihood to attempt the grouping of these diverse ends, means, and periods into one generalization or definition. Like children we “know what it is—but can’t say it.”

To get a just appreciation of the high school in the state system it will be necessary for us to examine with some care into these elements.

END: WHAT SHALL THE HIGH SCHOOL DO?

Above all else the secondary school is a social means for bringing to pass the social good; when it fails in this, it fails in all.

The accepted doctrine is that to insure this social training, the high school shall be largely a self-controlled institution. It must meet the demands of modern life by offering studies in history, political economy, sociology, manual arts, domestic science, business, architecture, drawing, music, and physical

science, in addition to the mother tongue, literature and mathematics.

Because the high school is fitting the children of the general population for the general purposes of life, there must be courses of study made of groups of topics which hang together not so much by logic as by habit. Which course he takes should be at the option of the pupil guided by parent and teacher; moreover, each course should afford certain electives suitable to interest and train those pupils who try in the beaten path, but get lost. Dr. E. L. Thorndyke (*Principles of Teaching*) justly claims that the schools as heretofore run have been in the interest of the "abstract" thinker; whereas, there are "thing" thinkers (by far the greater number) who are the world's great inventors and industrial producers; and besides these the group of "doers" who become the social leaders. The high school cannot afford to ignore either factor of this social product.

The critics of this option-elective principle make much sport of it. Some, with Dr. Martineau, hold that the student comes with a bill of rights and says to the teacher "Mind you must not be dull or I shall go to sleep; you must attract me, or I shall not get on an inch; you must rivet my attention, or my thoughts will wander!" The fun-maker, intent on his shallow end, fails to get to the bottom of things; and those who laugh with him are usually as little able to reach fundamentals. *Options and electives have come, despite the school-men, at the demand of classes who had not hitherto been in the secondary school.*

Among the multitude of things G. Stanley Hall has said, one truth challenges the world to thoughtfulness: "Abandoned tracks in the brain, because there is no relation to after life, are bad." This metaphor of unused tracks which lead nowhere is chosen to illustrate the practice of having pupils drudge for years in a line of thinking which is abandoned after leaving school.

Dr. Hanus thinks that delving for three to four years in classics and medievalism thoroughly unfits the student to interpret his times.

In an address on Theological Curriculum the late W. R. Harper held "That training is demanded which upon the whole will best adapt the individual for his environment." The divi-

nity student is advised to leave off the classics for history and sociology; and take science instead of Hebrew.

To summarize: the ends of high school training should be vocational, social, cultural. These three parts should be so related as to give all pupils somewhat of them, and afford each pupil the means of specializing in the direction of adult vocation.

COURSE OF STUDY.

Any worthy secondary school puts first emphasis on the vernacular English composition and rhetoric, history of English and American literature, theme writing, Shakespeare's plays, and a dozen more or less of the accepted English classics constitute the formal study of the English language.

In mathematics come studies in algebra to quadratics, and plane geometry; then follow electives in algebra, solid geometry, and trigonometry fulfilling the usual requirements for college entrance.

The sciences required are physiology, physical geography, physics one year, and chemistry one year; the electives in science usually allowed are botany, geology, sometimes astronomy.

To meet college demands ancient history and English history are given; in history and economics the usual electives are United States history, state history, medieval history, civics, political economy, and ethics or sociology.

Of the classics Latin almost uniformly requires four years: 1st year, beginners; 2nd year, four books of Caesar; 3rd year, six orations of Cicero; 4th year, four books of Virgil—six for college entrance; Latin grammar throughout the course; and prose composition for at least one year. Greek usually occupies two to three years: 1st year, beginners Greek; 2d year, Xenophon's *Anabasis*, with prose composition; 3rd year, when taken, the requirements vary.

The modern language course is by no means so certain in length of time and in amounts. It appears, however, that two years each to French and German are the prevailing allotments. The pupil is permitted to select one or both.

The business course is definite in studies but not in the number of years. Possibly two-year courses are the most typical;

these call for specified amounts of shorthand, typewriting, book-keeping, commercial arithmetic, commercial law, and commercial geography. In practice the law and geography are often left out, and for them substitutions of other topics permitted.

Recently, if anything can be called recent in connection with the secondary school unit not yet fifty years old, have arisen manual arts and domestic sciences. In the former, four years' work is everywhere recongized: 1st year, bench-work in wood; 2nd year, lathe-work in wood; 3rd year, forge-work in iron; 4th year, machine-fitting in iron. Paralleling this course is one in mechanical drawing, modeling, and moulding. In the domestic sciences, four years are required: 1st year, sewing; 2nd year, dressmaking; 3rd year, cooking; 4th year, domestic hygiene and some practical applications.

In addition to the foregoing, there is not a high school of repute that does not offer courses in vocal music and in free-hand drawing—courses ranging from two to four years in each topic.

Last, is the gymnasium with its required and optional body-training.

The whole scope of knowledge is put into the curriculum, but grouped into more or less habitually associated series; out of these groups the student elects the one most nearly allied to his interests, ability, future vocation. Usually provision is made for a transfer from one course to another with as little loss to the pupil in time and credits as is possible.

Since the coming of this elasticity, the waves of opposition to high schools grow less and less.

HIGH SCHOOL ARTICULATION.

Articulation between elementary school and high school is almost complete. In the city systems the pupil goes from the one to the other by record on promotion list or by presentation of a certificate from the lower school. Such a method is ideal.

Entrance from the secondary school into the college is by no means so easy. The prevailing way is absurdly crude; each university, college, or school that thinks itself one of these, prints a list of questions covering all the items its faculty has been able to think out during the entire past history of the in-

stitution; one of these lists is sent to the applicant who—on penalty of not being allowed to enter—must tell every lesson, lesson-period, text-book, author, pen-scratch, or pencil-mark, and the date on or during which each was studied or made; a like list is sent to the principal of the high school who—on penalty of seeing his favorite pupil rejected—must answer in perfect identity with the applicant. Any variation is liable to indicate fraud; the pupil is rejected, and the principal's school is blacklisted. With all this on paper it is a rare college that will turn down the applicant. Many will privately bribe the parent by offering free tuition, and some will bribe the principal by the payment of fifty dollars for each pupil landed inside the college walls. The list plan of certification is becoming an intolerable bore to high school principals. There is a school in every southern state which takes pupils from the elementary school into its freshman class, pupils from the first year and second year of the high school into its freshman and sophomore classes, and yet must have the list-certificate before it can accept the graduate from a four-year secondary school. Sometimes the principal by heaping the evidence may satisfy the president of the college, but on the first holiday the pupil returns home with a long face saying one of the department teachers can not accept the general record and requires special data.

If the high school prepares a list acceptable to one school—that list is rejected by every other college—because it does not “conform to the record on our files.” That colleges, the places where sense is supposed to be manufactured, can not see the grotesque humor in the situation, does not argue well for the “management.” Requirements so diverse beget uncertain preparation.

An increasing practice is the one of having affiliated schools. The mother school, recognizing the worth of a number of secondary schools, accepts graduates of these schools by the mere statement of promotion or the presentation of a high school diploma. In so far as this plan is used there is sanity at least to recommend it. When the privilege is abused or undeserved the affiliation is withdrawn—and there is no more to it. Uni-

versities of Michigan, Iowa, Minnesota, Illinois, and Alabama, etc., admit by affiliation.

A third method intensifies the affiliation—by periodical visits and reports by an expert from the faculty of the college. Preparation is made definite and high-grade, but there lurks the danger that the secondary school may cease to perform its proper functions, and become a preparatory school for one college; especially is this true where the college prepares or overlooks the examination questions of the lower school. The University of Chicago claims the origin of this arrangement.

Harvard, Yale, Columbia, Johns Hopkins and some other schools of like grade admit by examination only. Their requirement has the element of fairness to all concerned.

A fifth and wise plan is developing—complete articulation of the secondary school with the college. The change will be from a lower to the next higher grade—no more, no less. Such a frictionless arrangement can be perfected by any state supporting or controlling the three units of education—primary, secondary, and higher. Of the few states that have attempted this universal organization, Wisconsin seems to have gone farthest. In this progressive state not only is the nexus complete, but the administration and funds for carrying out the provisions of the law have been provided.

In an educational conference at the last university summer school, Alabama teachers recorded themselves as favoring complete articulation from the grammar school to the college or university, and recommended the enactment of laws and the provision of funds to effect such organization. In a few days a committee appointed by the Alabama Educational Association will co-operate with the state department of education to secure from the legislature the necessary legal endorsement.

This paper thought to confine itself to the high school of such a state system as that of Wisconsin or as that proposed for Alabama, such being the best interpretation of the subject—The High School in the State System; but on reflection chose to give the status of the secondary school in the system of schools now found in the states. It is hoped that a comparison of the existing with the possible will result in the possible being made the existing.

MEANS OF SECURING FREE HIGH SCHOOL IN STATE SYSTEM.

The towns almost without exception have equipped high schools. The proper inquiry then is, how to provide free high schools for the rural districts. Country children need such schools equally as much as do town children; it is equally as much the duty of the state to provide the rural school.

A secondary school located centrally in each county has been tried; but the cost of daily transportation or of absentee attendance renders the county school doubtful good. The long distances with the attendant exposure to cold and rain, soon take the spirit out of the pupil when transportation is tried; and the large bills for board and lodging soon take the spirit out of the average father when absence from home is the method.

Though a heavy tax, the several township or district high schools succeed better than the one county school does. Nearness and the possibility of easy attendance render these schools popular. Two facts are well known: Beyond a certain distance, variable with localities, home patronage can not be secured; and when absentee attendance is required, it is attracted to schools of commonly recognized celebrity. The sequel is, the local school to hold its pupils must be within the patronage limit and must be excellent enough to satisfy. Legislation if it ignores these points will be useless.

THE WISCONSIN PLAN.

Although other states have well developed high schools as a part of their state system, Wisconsin has the most thorough-going. So early as 1875 this state paid \$500 to any high school that admitted pupils free of charge. A law was enacted in 1885 creating free, township high schools; and a special fund of \$25,000 to support them. In Wisconsin in 1905, the total number of high schools were 248, and of this number 232—all but 16—had four-year courses of study. Grand results are these in a state of 2,000,000 population. On such a basis Alabama would have nearly four free high schools in each of the sixty-seven counties.

State Superintendent of Education C. P. Cary gives (N. E. A. 1905), an inspiring history of these schools. He states that

when any community has twenty-five children ready for the first high school year, that community can form itself into a free high school district. The law makes provision for children where the number is less than twenty-five by declaring that:

"The free high school board of any free high school district organized under the laws of this state shall admit to the high school under its control, whenever the facilities of seating and instruction will warrant, any person of school age prepared to enter such school, who may reside in any town, or incorporated village, but not within a free high school district, and who shall have completed the course of study in the school district in which he resides or one equivalent thereto." The home district of such a pupil is required to pay the school two dollars a month.

This law has added in three years 1334 pupils, or 37 per cent to the free high school attendance, and has thus awakened keen rural interest.

Mr. Cary cites from his statistics that the 2441 graduates from these free high schools in 1903, furnished 1103 of the teachers for 1904. The "graduates" are a vast improvement on the "home product" that has for years been teaching the county schools.

The curricula of these schools, when rural, is being adapted so as to fit for and lead to farm life. The great needs are agricultural schools and normal schools, to which the high school graduates may go for specialization.

To get rid of the shabby schoolhouse, the worthless teacher, the short term, and the ungraded rural system the law of 1901 created a fund of \$60,000 to be apportioned to schools meeting the conditions named: (1) a nine months' school; average daily attendance for the year not less than 15 pupils; at least two departments in class A schools, three in a class B. (2) Must have competent teacher holding proper grade of license for the class of school; no teacher of less than one year's experience to be employed. (3) The schoolhouse, grounds, and accessories shall be ample, and free from unsanitary features, and the furniture and equipment shall be adequate for meeting the needs of the school."

This \$60,000 fund is changing the entire complexion of the country schools—buildings, apparatus, qualified teachers, and graded schools develop everywhere; for such is the spirit of man when a money-bait is dangled before him.

THE UNBRIDGED GAP.

There is yet another consideration. Many states have a gap unbridged by taxation. Alabama will illustrate the condition: this state in round numbers puts \$1,000,000 into its public elementary schools and \$100,000 into its university, polytechnic, normal, and agricultural schools. If \$250,000 were slipped between these expenditures, to be a fund for maintaining free public high schools then Alabama would make effective the appropriations now in existence. So long as the schools which bear the names of university and college do the work of high schools, just so long will the people be robbed of college and university training; so long as the rural elementary schools keep the best teachers employed in preparing from one to five pupils for college, just so long will the elementary school suffer. The time has come for a recognition of the division of labor in education, and the establishment of the free high school unit. Sending the budding adolescent "off to college" is a sham in education, too often a crime in morals. These colts of the human drove need to pasture by day in local fields and at night to be penned with their dams.

CONSOLIDATION AND TRANSPORTATION.

The free public high school is a matter of easy founding: the one drawback has been sparsity of rural population and fewness of secondary pupils. This difficulty has already been met in many states by consolidation of schools and transportation of children. The experiment made in Winnebago county, Illinois, by Superintendent O. J. Kern is a marvelous result of these two new principles in rural education. Mr. Kern gives the history of this experiment, and much more, in his book "Among Country Schools." Any legislation on school problems which overlooks this book will fall short of representing the best interest of the people.

SUMMARY.

This paper suggestively presents the historical interpretation of the secondary school; outlines its definition; shows what the high school does; gives the course of study; offers the means of articulation with the two other units; illustrates the method of establishing such a system; and closes with the mention of a book that has the problem of consolidation solved.

FINALLY.

Jefferson's words near the close of his life are given you as an ideal. He said:

"A system of general instruction which shall reach every description of our citizens, from the richest to the poorest, as it was the earliest, so will it be the latest of all the public concerns with which I shall permit myself to take an interest. Nor am I tenacious of the form in which it shall be introduced. Be that what it may, our descendants will be as wise as we are, and will know how to amend, and amend it, until it shall suit their circumstances. Give it to us, then, in any shape, and receive for it the inestimable boon, the thanks of the young and the blessings of the old who are past all other service but prayers for the prosperity of the country, and blessings for those who promote it."

TEACHERS' CREED.

The south needs to become imbued with Edwin Osgood Grover's creed:

"I believe in boys and girls, the men and women of a great tomorrow; that whatsoever the boy soweth the man will reap. I believe in the curse of ignorance, in the efficacy of schools, in the dignity of teaching, and in the joy of serving another. I believe in wisdom as revealed in human lives, as well as in the pages of a printed book; in lessons taught not so much by precept as by example; in ability to work with the hands as well as to think with the head; in everything that makes life large and lovely. I believe in beauty in the school-room, in the home, in daily life, and out of doors. I believe in laughter, in love, in all ideals and distant hopes that lure us on. I believe that every hour of every day we receive a just reward for all we are and all we do. I believe in the present and its opportunities, in the future and its promises, and in the divine joy of living. Amen."

DEPARTMENT OF SUPERINTENDENCE

President—C. B. Gibson, Columbus, Ga.

Vice-President—T. B. Ford, Trenton, Mo.

Secretary—N. W. Walker, Chapel Hill, N. C.

MINUTES.

December 28, 3 p. m.

The meeting was called to order in the Girls' High School assembly hall by President Gibson. As there were no appointments for the reading of papers the meeting had an informal discussion of the topics on the program: "Grading Salaries of Teachers in City Schools upon the Basis of Efficiency" and "The Superintendent's Duty in the Education of Negroes." Among those who participated in the discussion were President Gibson, Supt. R. J. Tighe, Supt. L. M. Landrum, Supt. B. H. Boyd, Supt. W. B. Merritt, Supt. W. E. Striplin and Mr. MacMichael. There was considerable discussion on the matter of the education of the negro and federal aid to southern education, but as the secretary appointed to report the meeting in the absence of Mr. Walker failed to make a report, the discussion cannot be given in this report.

December 29, 3 p. m.

As those appointed to read papers at this meeting were not present no discussion was had. The president appointed the following committee on nominations: C. G. Lynch, R. J. Tighe and W. E. Striplin.

They then reported the following nominations for the ensuing year:

President—L. M. Landrum, Atlanta, Ga.

Vice-President—Junius Jordan, Pine Bluff, Ark.

Secretary—W. C. Griggs, Brewton, Ala.

On motion they were elected.

Adjourned.

DEPARTMENT OF CHILD STUDY

President—Professor Edward Franklin Buchner, University, Alabama.

Vice-President—Miss Clem Hampton, Tallahassee, Florida.

Secretary—Miss Elizabeth M. Haley, Montevallo, Alabama.

Director—Professor H. E. Bierly, Chattanooga, Tennessee.

SECRETARY'S MINUTES.

December 28, 3 p. m.

On recommendation of the nominating committee, it was voted to change the title of the office the "Director" to that of "Director of Investigations."

It was also voted that the chair appoint a committee to devise plans for extending the influence of the department, and particularly to bring the subject of child study more effectively into the training of teachers.

The president referred the appointment of this special committee to the president of the department for the ensuing year.

On recommendation of the committee on nominations the following were unanimously elected as the officers for 1907:

President—Dr. J. H. Phillips, Birmingham, Alabama.

Vice-President—Miss Edith Royster, Raleigh, North Carolina.

Secretary—Miss Mary P. Jones, Nashville, Tennessee.

Director of Investigations—Professor H. E. Bierly, Chattanooga, Tennessee.

The program comprised the following papers, with general discussions at the close of the last paper.

General subject: "Transitional Periods in Development."

THE TRANSITION PERIOD IN INFANCY.

MARY P. JONES, Peabody Normal College, Nashville, Tenn.

Before preparing this paper I read carefully a record kept by my sister of the development of her two children, one from the age of sixteen months, the other from three and one-half years. In more than one place she records, "My children seem to grow not by degrees, but by leaps." This is in entire accord with scientific observers who say that growth is rather to be likened to a succession of plateaus than to an inclined plane. While this is true, it is only in broad outlines that divisions can be marked off. Although the general order of development is known, it is hard to say just exactly when such and such changes occur, because different children develop so differently under different circumstances. In treating my subject, the transition period in infancy, I can at best but attempt to describe the rise and development of a few of the activities which seem to mark most clearly that transition.

A fallacy exists even amongst some people of intelligence that a baby is a little adult with all his mental faculties and bodily organs on a reduced scale. Nothing is farther from the truth. Not only are the proportions of his external form different from those of a grown person, but his brain, nerves, internal organs, and general mental make-up are so different that when they are similar something very seriously is wrong. At the same time that these great differences exist, it is a fact that the infant contains in germ all the conditions of the future man. It is education alone that determines which of these latent possibilities are to develop and which are to die out.

Let us take a brief survey of the conditions existing in the new-born infant.

At birth, even before birth, the entire number of brain cells is complete, but they are not all developed. Their development constitutes the work of education. In no human being, even the most highly educated, has any but a small proportion of the cells ever been developed, so that the possibilities of man's development are practically limitless. At first there are few or no fibre connections in the brain, therefore the sensations act independently of each other. The gray matter of the cortex,

the physical basis of intelligence is undeveloped. There is little sensation in the skin itself since the nerve endings are not developed. No sense of smell is present, little of taste, and none of hearing. There is a general sensitiveness to light, but no images are formed since there is no co-ordination of the eye-balls with each other or with the lids, and no convergence of the eyes or accommodation of the lenses. The field of vision is limited to a little patch directly in front of his eyes. He makes a few reflex movements but most of them are random, purposeless and unco-ordinated.

A marked advance is made when convergence and accommodation take place, for then he can distinguish for the first time the outlines of objects and can follow things with his eyes. Perhaps the next significant step forward is when he begins to look for something not in sight. According to Miss Shinn this may occur as early as the second month. It is important because it marks the first faint dawning of memory. During these first few weeks some brain connections have been established, his sense experiences have become so bound together that one sensation may stand for several others; as for instance the sight of the mother for the notion of food and comfort. He has passed from the stage of sensation to that of perception. Experiences now crowd thick upon him. He is busy seeing, separating, and wholing whatever comes within his field of vision and learning the various aspects of objects from different points of view.

Another marked advance takes place when sight and touch become so well co-ordinated that he can guide his hand by his eye. When once acquired, the ability to do this increases rapidly. He wants to touch, taste, and handle every object that comes within his reach. Through sight and touch together he begins to have ideas of space and distance. Almost all his mental life consists now of the exercise of the senses and his education lies in their proper cultivation. He is busy gathering materials for thought, memory and imagination to work on later. It is very important that suitable materials be presented to the senses at this stage from two months and on, such as bright pure colors, pleasant sounds, and objects to touch and handle.

The appearance of memory is the signal for another period of rapid advance. The possibility of memory is due to the plasticity and susceptibility to change of the nerve centers. Every sensation makes some modification of the brain cells concerned, and when two senses are appealed to at one and the same time or in close succession, fibre connections are formed, so that subsequently when one is aroused the other is likely to be. At every fresh stimulation the cell is more easily aroused. This fact of organic memory makes the first few months of life of deep import educationally. It means that all the impressions the child receives should be such as may be the basis for all the noble and right attitudes to which we may wish him to attain later. Froebel with wonderful prescience discerned this long before there was any knowledge of its physiological basis. Miss Tanner says it is probable that experiences within the first four years determine to a large extent the emotional temperament, a direction to be followed or resisted through life.

Repeated impressions registered on the brain give rise to memory images. These are present in the sixth month sooner or later. The images linger longer and longer till the child begins to have a sense of time, a feeling of yesterday and tomorrow as well as today. As soon as this stage is reached he may be said to remember in the sense that "I experienced this in my past." My niece M. on February 27, found an old corn-cob in the back yard from which she had shot fire crackers Christmas, two months previous to this. She picked it up with delight, and showing it to her mother, said, "Cack, Mamma, cack," *cack* being her name for fire crackers. There was evidently a fleeting recall of the past scene aroused by the sight of the cob. This occurred when she was just two years old. Of course it does not prove that all children remember back as far as two months, but it does show that since one normal child did, it *may* be true of children in general.

It is but a step now to imagination and invention. Through imitation he has been learning to do many things, thus greatly enlarging the scope of his experiences. At the same time his memory becomes stored with ideas and images. He begins to play with the images in his mind, as it were, to make new combinations outside the range of his own experience, in other

words, to imagine and invent. He soon becomes freed from the limitations of time and space and from now on he lives, moves and has his being in the elysian fields of fancy. It is hard to say just when imagination begins. My nephew, J. R., when less than two years old, before he could speak in sentences, called nightly for the story of "Hood" (Red Riding Hood), which he listened to scores of times with unabated interest. Later, he made variations in the story, amongst other things filling Red Riding Hood's basket not with the traditional butter and cakes, but with bananas, oranges, candy, crackers, and soup—the things he was fondest of. His mother records the following as his first invented story, told to her with great excitement: "One time an old black man went to the fish house and a dwet (great) fish eat him up but he didn't chew him. Then the fish got sick and frowed him up, but when the bears and monkeys and buffaloes got there he was dead." This was when he was three and three-fourths years old. About this time he formed the habit of personifying everything animate and inanimate. "What will old water say, sees I drinking it?" His little sister, at a corresponding age, while very active in imitation and play showed few signs of imagination, which goes to show the difficulty of generalizing and fixing exact limits to the stages of growth.

Not only do memory and imagination have their beginnings in the transition period, but very evident signs of reason or thinking make their appearance also. Let me repeat that all growth is gradual and any attempt to describe an activity just beginning makes that beginning seem abrupt. Through organic memory the child really begins very early to have a class consciousness; as, for instance, any bottle filled with white fluid may in his mind stand for the idea of dinner. A real comparison of images, however, is impossible till he can hold the images in mind long enough to compare them. Thus he gradually eliminates the accidental qualities and retains and combines the essential common ones till concepts stand out more or less distinctly. So order begins to emerge out of chaos, unification of the child's world begins. Of course his concepts at first are crude and imperfect, but they grow in accuracy and number as

his experience is extended. This crude power of induction begins within the first one and one-half years, and, with some children at least, before the acquisition of speech. The child knows cat, dog, tree, bird, etc., long before he can speak the words. Nevertheless language is a powerful stimulus, and when a child learns to talk he sometimes takes great interest in merely naming things, which is but a crude effort at classification. Miss Sullivan relates that when Helen Keller first learned the meaning of the sign language and that everything had a name she was wild with delight and learned many words in a few days under the new stimulus. This was her first step in reducing her chaotic universe to system. My nephew at one and one-half years seemed possessed with the idea of comparing objects of contrasting size, "oo" being his name for "big," "ee," for little. His own mother was his "oo mother," and his aunt his "ee mother;" so, the "oo chair," the "ee chair," the "oo tree," the "ee tree," etc. He also took great delight in learning the names of the birds and animals in a voluminous picture book. It seemed to me that this was a distinct effort at classification although in selecting only size as a basis of comparison he had seized upon an accidental and unessential quality. My little two year-old neighbor last summer went through my work basket over and over again having me name for him each one of the very miscellaneous collection of articles found therein. One day I turned the tables and asked him, and he knew the name of every one.

Not only does concept forming begin thus early but there is also some deduction some reasoning from cause to effect, some adaptation of means to end. Of course the reasoning is very imperfect owing to the lack of data and inability to see the essential facts, but that it begins to be manifested by the child of two years, more or less, cannot be doubted. The two-year-old reasons that his little new sister should have teeth and talk and run just as he does. My small niece M., between one and one-half and two years old, cried for the matches on the mantel piece. Her mother refusing to give them to her, she proceeded to push a chair to the mantel piece, climb into it, and get them for herself. Another niece, O.,

between two and three years, living next door, was in the habit of calling me to the fence to help her over for a visit. This grew to be tiresome in its frequency and I decided to pay no attention to her calls. One day the little voice called repeatedly and nobody coming to her assistance, she cried out, "O, auntie, tum det your letters." (Her father usually brought my mail from the postoffice and sometimes she brought them to the fence for me.) This brought me to the fence only to find that there were no letters. Of course she was lifted over. That was not a lie, for this little child was too young to make moral distinctions, but it was clearly a case of reasoning for expediency.

W. H. Brown, in the Pedagogical Seminary gives the following:

Bolly, two years nine months old, usually had his nap in the forenoon, but Friday he did not seem sleepy so his mother did not put him to bed. Soon he began to say, "Bolly sleepy, mamma put him in crib." This he said very pleasantly at first, but, as she paid no attention to him, he said, "Bolly cry, then mama will." And he sat on the floor and roared. This particular line of reasoning is learned remarkably soon by most children.

Dr. Thorndyke says that little children make few judgments but have a succession of images; that they live a large, loose, hazy, intellectual life, their ideas coming in patches without being put into statements.

The child by the time he is one and one-half years old has begun to learn the operation of law. The flame burns his finger, things when dropped fall to the ground. Many fundamental laws he learns by trial and repetition. Whoever saw a baby that did not like to drop things just for the pleasure of seeing them fall. This is not natural perversity but the child's way of learning one of nature's laws. The thing that always happens becomes for him law. The customs and habits of the family become the laws of life in his eyes. How important that he should form regular habits of eating, sleeping, and bathing, and should see in his elders unfailing courtesy, kindness, truthfulness, and justice. The Greeks understood the practical value

of this better than we do though they did not know so much of child study.

Not only does he unconsciously become acquainted with the laws of life, but he very early begins to ask why. The same little boy who mastered the contents of my work basket was one day in the yard near the house and heard the water from the bath tub running through one of the drain pipes. He looked all around the house with great curiosity to see what made the sound. "What dat?" he asked. We told him it was the water running from the bath tub. He immediately toddled into the bath room to see for himself, bent on unraveling the mystery.

While a little child has no developed moral and religious sense till he is perhaps five or six years old the foundations for it are laid much earlier. The child from two to three years old cannot be said to have virtues and vices, but he is extremely susceptible to the moods of people around him. The love, trust, dependence and obedience of the babe toward his parents are the germs from which will spring later his attitude toward God and his fellow man. The only right and wrong which he can possibly understand are obedience and disobedience. Obedience may and should be inculcated in children before they are a year old, by suggestion and imitation largely. Obedience and faith toward father and mother are the roots of obedience and faith toward God. Later he will learn that there is a higher right which even his parents obey.

Another important milestone that marks the transition period in infancy is imitation. First there is direct imitation, as when the child pat-a-cakes, or waves bye-bye, or imitates a sound as pa-paf-pa-pa while looking directly at the person doing these things. In this there is no imitation. At one and one-half years persistent imitation has appeared, that is, he repeats things with a conscious purpose and on initiative. This shows unmistakably the presence of will. The child begins now, as Froebel quaintly expresses it, to "make the external internal." His movements are purposive now, he has ideas and goes about to express them. Since language is to be his chief means of expression it arises about this time in answer to a felt need. Through imitation and under the strong impulse of self-expres-

sion, in a marvelously short time he masters a speaking vocabulary. In general he gets the idea that imitation is the way to learn things, and from now on this is the most characteristic thing about him. He learns now by leaps. M., seventeen months old, one day saw her mother use a towel to protect her hands while opening a refractory door of the washstand. The next day she (M.) wanted to get something out of the washstand and she ran and got a towel and tried to open the door with it. Her brother, J. R., when about the same age learned to put his father's hat on his father's head, then on his own head. These operations so pleased him that he attempted to fit every thing on some other thing where there was a possibility of it, as, the pencil on the rubber, the thimble on the finger, the spool of thread on the rod that held it on the sewing machine.

Everytime a child does a thing over and over he gets better control of his movements. The range of his activities becomes largely increased. He can now get new and delightful experiences for himself. The pleasure derived becomes the motive for voluntary effort and attention, hence imitation becomes the greatest educative force of his life. Through imitating the speech, actions, looks and gestures of those around him the child in a way gets on the inside of people, he feels as they feel, their attributes become his own.

Another phase of mental life that begins to manifest itself at the same time as imitation, and which is destined to play almost as large a part in the child's development is motor suggestion. He needs but to have a thought or a memory to impel him to action. The thought comes into his mind, the act follows immediately. There is evidence of little or no deliberation in the little child. One has only to watch him at play to see how completely he is dominated by the passing thought.

The first plays of the baby up to about one and a half years are very nearly akin to the play of animals. He will perform a pleasureable movement over and over merely for the general enjoyment that it gives just as a kitten frolics; as for instance hiding behind a handkerchief, or responding with pleasure over and over to some friendly overture. Play as an instinctive activity develops through imitation of the activities he sees going

on around him. This begins to be very evident as early as two and a half years—even before, as the following incident will show. Little Arthur, my nephew, one year and nine months old was one day in May in a frolic with a friendly acquaintance when the latter rubbed his hands together and clapped them at the child. Arthur evidently took it to be a challenge to a play of snowball. He immediately stooped down, pretending to pick up the snow, roll it in his hands into a ball, and throw it. This he did several times. The incident shows not only his ready response to suggestion, but that the suggestion had aroused a momentary image of a pleasurable experience which had happened not less than two months before.

In this short paper I have been able to point out the rise of a few only of those activities which seem to me to mark the beginning of great changes in the development of the infant. I have touched upon memory, imagination, thinking, language, and play. There are other aspects which might have been described, such as the interests of the child, the growth of self-consciousness, movements, the rise of will, etc.; but mere statements without illustrations are almost meaningless, while illustrations of all the points needed to be touched upon would have made a paper too voluminous for the short time allotted.

ADOLESCENCE.

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The theory of "uniform unfoldment of all one's powers" has so long held place as the proper definition of education, that even the widely accepted doctrine of evolution has made little headway against it. However gradually we are coming to think of child development in a different way. Our experiences with growing children are being interpreted by our study of the lower animals, the butterfly and the frog, where there is clearly no uniform unfoldment of all the powers; the rather is there an opening up of successive periods of life, each with its own dominant characteristics. Now none of these epochs have such marked qualities as those years beginning with puberty.

Before stating specifically what some of these qualities are, we may understand their *raison d'être*, by following up the

process of progressive differentiation from birth to maturity. With the mother and child during the prenatal period, there is virtually physical unity. Both are fed by the same arterial system, one's breathing serves for the other. The mother is head, and eyes, and hands, and mouth and stomach to the child. Then following out the comparison of division by budding, there comes a time when some of these connections are broken. The child becomes external to the body, but the dependence in many ways continues. However, the child now breathes for itself, and in a few days as the gap grows wider it will begin to see and hear a little for itself. But each day as its bodily independence is more accomplished, it enters on a mental or social dependence or unity almost as great as the physical one has been. No more did it assimilate sustenance from the mother's blood, and later from her milk, than now it absorbs (however actively), the opinions, attitudes, prejudices, beliefs of all sorts, knowledges of various kinds, which make up the spiritual life of the family. It is living that family's life, seeing through its eyes, feeling its sentiments, responding organically to its hates, traditions, dreams, ideals, values, distinctions. He is thus socialized, thus there is passed on to him his enrichment from the past, from which he sprang, and in which are buried deep all the roots of his life, both physical and mental.

There comes a time however, when he is physically free. He stands on his own feet, is ready to earn his own bread. And when this time comes there is the impulse to do it. He can't longer be easy to receive his food from his parents nor his clothing. The capability of being a self-supporting individual carries with it the impulse to be one. And it is certainly this deep-seated, world-old push within a boy that makes him so restless as he moves into his high school period. For unnumbered thousands of years his forbears at this age have begun to take their place alongside of the mature men as breadwinners, and the call of the wild is no stronger in a boy to fish or hunt, rather than to commit the multiplication table, than it is to his older brother to take up some remunerative employment. The umbilical cord is completely severed, and the feeling which accompany physical conditions have arisen. If they are too medi-

ated to be held in check, it must be because we have no means in our schools to give them valuable expression, or the demands of the new social order requires their temporary inhibition. If it is the latter, in our opinion, we should be exceedingly sure of it, for the suppression of an impulse which has been of great value at this period, is a mighty serious matter. If it is a matter of a school system which has found no means for the utilization of this form of individualism, then of course it should be modified.

With this possession of freedom in physical prowess, goes or comes the wish for its expression in social competition. It is the time par excellence, when the youth yearns for the chance for doing skillful performances, and feats of strength. The Greeks of course recognized this in much higher degree than do we, who feel that it is a sort of necessary evil to permit athletics. With them it was essential feature of their school course, and reflecting on the Greek civilization, are we prepared to say that such training made them coarse, and unappreciative of the most refined things of the spiritual life?

While this paper will concern itself only in a small degree with the physical characteristics of this period, in addition to the above remarks, I wish to add a few words about the matter of growth at this time. Frequently the height and weight are both accelerated remarkably. In the earlier years, the girls surpass the boys in both these points. But this increase does not always mean increased endurance. Frequently there is much lassitude, or the strength comes and goes. Undoubtedly there is a decided change in the size of the organs relatively. Some have additional duties to perform. There is an inner "stress and strain" going on in the body comparable to the same conditions in the growth of the mind, as will be shown directly. Frequently organs, as the lungs, which have been strong and healthy become weak and sensitive, and diseases which have been common to one or the other side of the family, find a foothold. There is no period in life when there is more need for watchfulness in all matters physical. What is one's food is another's medicine. As will be said later on the subject of the emotional features, no general rules for guidance will serve. Every adolescent needs individual attention.

But as there came a time in this progressive differentiation when the child was able to stand alone, to reach and handle things for himself, and finally to handle the tools and lift the weights and show the physical skill of the emancipated adult, so after some years of oneness on the mental side, there comes a time when the questions which had been put all along about all sorts of matters but chiefly in the way of bloodless curiosity, now become personal. He was one time weaned physically, now he is to be weaned mentally. This is the fledgling epoch of his mental and moral life. There is a demand for reasons for the faiths he has absorbed. The methods of teaching in the high school should be, therefore, much different from what they were in the lower grades. There should be much discussion, the teacher should become the more experienced and wiser member of the group, in which the most extreme and perverse views may be expressed and argued out. Coupling this final emerging from the family apron strings on the intellectual side with the impulses toward self realization on the physical side, toward self-sustenance, the practical, all history, mathematics, language, literature, should be vitalized, personalized in a way that has not been attempted before. Before this period there has been so much of the make-believe feature in the character of the student, interest in symbols, a pleasure in the actions and ideas of the hour and the day that that different subject-matter and method may be employed. And when these are carried into the high school, of course there comes all the restlessness and irritation of a new spirit which is tired of things external, superficial and formal. He has long accepted all sorts of opinions as to the good of Latin, algebra, of the great virtues of his church, and party. Now for him has come an age of doubt, comparable in more ways than one to the emergence of the race into self-hood after the acquiescence and drill of the dark ages. With this doubt, and these cut bonds, when he begins to know that his soul is his own, upspring ideals and hopes that reach way toward the future. Men, who through his childhood have stood as paragons to be admired, now become persons to be realized. They are ready for the holy of holies, to enter into the heart life of their heroes, to feel the same motives and be satisfied

with the same rewards. They are no longer pages, kissing the hand of royalty, they are knights with their souls ablaze, their swords bared, ready for the realization of their dreams in action. To them, literary societies, debating clubs, employment bureaus, student bodies and committees, musical organizations, and many other sorts too numerous to mention should not receive the half-hearted support of high school principals. The incidents of the school life indeed for these young people who are trying on life, where things are accomplished, where their judgment is solicited, and their responsibility is tried, may as it was with the Greeks be much the most important in the high school after all. As Dr. Hall says, "routine and drill work must be broken through." I should say rather "not broken through, but directed personally by the youth to his own purposeful ends."

Along with these intellectual changes, are those emotional ones, which more than anything else "make the individuality." When for unnumbered years, the ancestors of the present generation of youths have left the parental hearthstone, chosen a mate, and set up a new home, at the same age, this high school period, we can't expect these deepseated impulses to remain quiescent, just to suit our school curriculum. These feelings may and should get some expression in reading the best literature dealing with the romantic affection, but this will not always be a sufficient avenue, and it may be that there will be direct personal attachments which will so occupy the mind of the student as to effect his grades. Frequently, teachers of secondary schools have seen grades for students fall in one month to a point recognizedly incommensurate with their intellectual capacity, "because their minds were not on their books." One way to treat such cases, is that of a friend of mine who gave a talk to the school on "puppy love," how ridiculous and childish it was, kiddish, etc. Which recalls a remark of Dr. Burke principal of the San Francisco Normal School, that not only were such remarks brutal, but showed no recognition of the sacredness of such feeling as the finest that youth has probably ever had, and the basis of the best and holiest things which could ever come to him in life. Thwing, of Western Reserve, who has been on this continent another Dr. Arnold in his dealing with

the problems of youth, has suggested a method more in accord with the history and nature of the affection: "Personal relationship, sympathetic understanding, transparent respect, consideration for student's judgment and feelings" is a free translation of his best experience in such matters.

There is now a more forceful desire to enter into the enthusiasms, the rivalries and competitions of social life. There is greater self-consciousness, sometimes self-assertion, sometimes self-abasement. They have a common root in the new sense of self. So the schools which think only of the intellectual, even it dominantly, are at cross purposes with the nature of the youth. Functions which in no noticeable way add to the mental or even volitional life, but serve to give opportunity to converse, to laugh, to admire and be admired, etc., feed the youthful soul in a very healthful way. We are social animals and this form of our nature should find no merely incidental expression in the high school period. As a youth of fourteen, I recall well my attendance at an institution where it was a part of the educational plan to satisfy the student's desire for various forms of social association. The teachers were not present as chaperones, but as members of the group, whose wisdom and sympathy made them our natural counselors. Self-consciousness, silliness, clandestine longing and visiting, over-sentimentalism, exaggerated idealism of the opposite sex were reduced to a minimum as the flowering forth of their social nature received the proper rain and sunshine. This was in line with James' well-nigh immortal advice in his chapter on instincts: "To detect the moment of instinctive readiness for a subject is the first duty of every educator."

One of the commonest manifestations of these new born social enthusiasms, is in connection with the school, the classes, and fraternities. To the disillusioned adult, all these seem very childish indeed, and many times in a patronizing way they are told that such devotion to this society or that will soon pass away and then they will be able to understand how puerile it all is. I do not wish to bring up the old question of fraternities here, but truly their value depends on this question of their relation to the normal life of the adolescent, and very little on

the question of whether they breed cliques, are undemocratic, etc. Older people seek out those of congenial tastes, belong to lodges which satisfy some phase of their nature, and they do not all forbear to wear diamonds and fine linen because their neighbors are not able to do so. Out of these units of devotion to our school, our class, our fraternity, etc., are built up the structure for devotion to other and larger organizations later in life, as the church, party, state, nation. And that they may later not be narrow partisans, bigots, provincial, use should be made of their school devotion, to cultivate their enthusiasms properly, in athletics to make them real "game sports," who will yell and work for their own team, but still recognize good plays and good men on the other side, strong believers in the merits of their own fraternity, but brotherly with all good men who are in any other or no fraternity. In this sense, education becomes not a method of suppression, but expression, not of abuse, but use, not of inhibition but guidance. We have much more yet to learn from such organizations as the George Jr. Republic, where character is modified and the whole future is sent into different channels by means of educational processes which the general teacher employs slightly and grudgingly.

Then there are those equally noticeable volitional changes, which mark the final flower of the will, the birth of a man. As a president of a western university said to me one day, apropos of a difference which had come up between himself and his sixteen year old son: "Fred left my table one day willing to follow my judgment, to take the studies I suggested, and to obey me almost without question, he sat down to the next meal a man, whom I must consult, not order, he had emerged onto my plane, a new man had come to my house." There is a self-importance, a self-assertion which brooks little interference, has come to have great respect for its own opinion, to believe in its own powers, willing to try and take the consequences. They wish to try new forms of endeavor. In school where there are electives (and there should be in high schools), they take a term or two in this subject. In this way, as President Jordan says, they are discovering themselves," and I am not sure that a school can do a better thing for a student than to help him find himself, what he likes, and what he can do.

Of course, this will show itself in what the authorities call willfulness. They become impatient of restraint, especially where the appeal is made to rules and to the good of the situation in general. But there was never a time when they could be so easily led by a real leader. They will follow the flag to the last ditch; in their devotion to a "cause," their "school," their "principal," they would veritably give their bodies to be burned. Thwing, who knows something along this line, says "Nothing is more evident than that college officers believe it is comparatively useless to control by rules and regulations the conduct of college students," and by this he did not especially refer to the men of university grade. To be sure, many students will go gently "under sealed orders," though as old as their ancestors were when the latter were building homes of their own and having children, they may go to bed and get up, when the authorities say for them to; they may march straight and keep their eyes to the front, not because they feel that that there is any value in keeping step or looking inanely in one direction. After all well-bred students are very considerate of the demands of their elders. But it is with them somewhat as it is with much of the education of girls whose lives are ordered as if they were imbeciles, of which Clouston says: "Why should we spoil a good mother by making an ordinary grammarian?" Truly a good mother has personal initiative, has independence, knows how to adapt means to ends, must often rely solely on her own judgment, in short must be an individual with an intelligent will. This high school period is the time for the will's peculiar manifestation, and tyranny and externalism, even if it were the most loving in its form, withers it as a hot sun a tender plant, so that either of two things happen: either the child becomes rebellious, stubborn, and unteachable, or mildly compliant, a mere reflection of the sentiments and will of those who have influence over him.

Now, in this brief paper, I have endeavored to call attention first to a few of the physical changes incident to this epoch. They are so important that I think the time will come when every teacher in a high school will be given an examination on this point. How the school mill grinds on day after day, while the teacher is unmindful of all those tremendous forces

which for the first time are boiling up into life, and revealing to the child all sorts of dispositions and indispositions of which he had never dreamed.

Second, I have stated only a few of the new intellectual interests, and intellectual capacities of this period. At this marvelous blossoming period, the school may be death or it may be life. There is no doubt that many a boy has saved his intellectual life, prevented himself becoming a prig, a bookworm, a destructive critic, a conformist, by leaving the high school when he did. When one surveys the limited and musty diet which is still being served up to many fresh and hopeful souls, and the same diet to them all, we feel that we are a few years too soon for Thurber's exclamation: "Unity, unity! The one unthinkable thing in our education is uniformity in schools and courses."

Again a few points were made on the emotional changes, when the immediate future is roseate with hopes, ideals are vital, the spiritual sea is swept with breezes and storms of elation and depression, when poetry, nature, people, get a new significance, and there come philosophic and poetic insights, lovely as they are new.

Finally the paper has emphasized a few phases of the will, which sets the adolescent off as an individual. He is now willing to be helped, but not commanded, to be advised but not ordered, can be lead by the counsel of one he trusts, but only at a sacrifice of the good new element within him, can he implicitly obey the most loving superior. It is not the place to debate military education, but it should be said that all the phases of such education, except the bare facts of knowledge, are, and have always been to prepare a group of specialists, to which the ordinary citizen can not be likened, and his whole training, mental, physical, and moral implies relationship with a hierarchy, with an absolutism, a superior domination which is at utter opposition to the methods expected in a democracy, by the ordinary intelligent citizen.

The last word to those interested deeply in youths is to beg, borrow, or buy that great book, Hall's "Adolescence."

DISCIPLINE.

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The term "discipline" as used in education has three rather distinct meanings. These are, to quote from Baldwin's Dictionary, "(1) primarily, and in a large sense, systematic training through education, (2) secondarily, and in a restricted sense, the maintenance of authority by means of rewards and punishments, (3) a particular branch of study." In this paper we shall limit our discussion to certain uses and abuses of disciplinary instruction and control, (1) and (2).

The subject is one which requires a great deal of careful consideration on the part of parents and teachers alike, and we can assert at start that it is not a matter which may be formulated for all time in a definite principle or set of principles to be blindly followed in all cases. Children evince differences in constitution and character from the very advent of life, and as they grow they continue to develop these differences. Fortunately, for our social institutions at least, the child is at the same time a plastic being and submits to a certain degree of moulding. Thus we are able, despite differences of race, color and instinct, to level more or less in the course of a dozen years all children to a form which fits into social machinery. So much of discipline, or systematic leveling off, is essential if we would have a uniform society. The problem here raised concerns the method employed to bring about this change, this normal result.

The general aim of this moulding process, both at home and in the school, is the fitting of the child to meet adequately the exigencies of life. A nearer view reveals the fact that the exigencies of life permit of considerable differentiation. A child destined to become a hand-workman requires a different sort of equipment from one destined to a more intellectual life activity, such as that of teacher, scholar, lawyer, clergyman, etc. This fact, however, does not, as might at first appear, make discipline entirely an individual matter. These special adjustments to various life activities are more properly subject for adolescent training than for the period of childhood which precedes.

The principle that all men are born equal, though not entirely

accurate, contains a certain truth. Looking aside from congenital peculiarities more or less pronounced and ineradicable, we may maintain with fair degree of certainty that the general instincts and capacities, the fundamental animal nature of man, is fairly uniform. Thus, training during the first period of life can be and is to a large extent regulated with regard to the group rather than the individual.

At this stage physical activity is dominant. Adjustments are primarily direct rather than deferred. The child desires to know *what* to do and *how* to do it, but is not primarily interested in the ultimate question *why*. Parents, teachers and school boards do the thinking, prescribe the things to be done, the child is sufficiently appeased if allowed to express himself freely in the doing. The one general principle which we can perhaps advance as applicable for this period is that the child's natural desire for activity shall be curtailed as little as possible, which signifies that training should be based primarily on the child's concrete activities rather than on explanations of *how* and *why* things are done. As has been often noted, the only way to learn to write is to write, the only way to learn to whittle is to whittle.

This is not all, however, there is a further factor not to be neglected—the satisfaction attendant upon these activities. This satisfaction consists in a sense of progress, concrete progress which the child can appreciate, the attainment or results. This, it seems to me is really the crucial test of efficiency in all disciplinary methods. Does the mode of instruction bring concrete results which are appreciated by at least a majority of pupils? Is the system of control upheld by the natural sense of justice which the pupils evince?

I can have little sympathy with disciplinary methods which withhold from the child any but a remote conception of the significance which attaches to the discipline. The fact that the general aim and far-reaching results of this early training are to so large an extent of necessity hidden from the child, only emphasizes the importance of seeking for each activity an immediate result which can be appreciated. Disciplinary instruction, I would conclude, is faulty just in proportion as the attendant activity is remote.

Children enjoy learning things which they can immediately make use of by direct application. There is a natural delight in being able to express things through pictures, models and words. The process finds no hindrance until we clog it with unnatural expression. It is comparatively easy for an individual of fair mental attainment to gain a reading knowledge of a foreign language if introduced to it through narratives which excite a sustained interest. It is, on the other hand, difficult, and often impossible even, to acquire this knowledge by way of grammar and heavy literature. The principle here involved holds true with even greater force in the education of children. Essay and theme topics calculated to excite a lively and intimate interest in the child are attacked with vim and vigor, whereas mere descriptive themes suggestive of no activity are by nature dull and unattractive. In approaching language study from the point of view of grammar we are apt to lose sight of the fact that grammar is not a fixed science. Language has basic significance only as a means of expression. Grammatical correctness means adequate expression rather than something to be sought after for itself.

Encourage the child to do things which interest him in order that the doing may be attended by as great a degree of satisfaction as possible. Formal discipline as a principle of education is an exploded idea. There is no way of learning to do things in general. Life experience is made up of things in particular, and it is only after the intellect has become dominant and actions deferred, that is, after the individual has matured, that a systematic view of life may be attained.

"Drill work," so-called, is often mere waste of time because of the fact that interest in the concrete lapses and only automatic processes are brought in play. Prof. Thorndike in his "Principles of Teaching" quotes the results of Dr. Gorman's investigation concerning the value of specific drill in spelling. Tests were made in some eighty schools and the actual results obtained from classes drilled and classes not drilled in spelling compared. The facts appear to justify the following results:

"The amount of time devoted to the specific spelling drill bears no discoverable relation to the result, the later remain-

ing practically constant after the elimination of the spelling drill from the school program.

"It is therefore advisable, in view of the economy of time, to rely upon the incidental teaching of spelling to produce a sufficiently high average result.

"This average result is what *can be* and *is* attained, as shown by statistical evidence, by average pupils under teachers of average professional efficiency in classes of average size, i. e. in the elementary schools of this country as now organized. To remain strictly within the evidence gathered by this investigation, it must be admitted that there *may* be teachers of surpassing ability, who can obtain more than average results by the method of specific spelling drill, and other teachers of meaner ability who need the drill to bring their pupils up to the level of this average. It is claimed, however, that there is no evidence (whatever may be the worth of opinion), to *prove* that such teachers exist or to show where they may be found. Moreover, the evidence which has been presented in this paper makes their existence at least improbable."

Perhaps the greatest difficulty in the way of a thoroughgoing adoption of the general principle of individual expression with attendant satisfaction is the general dislike for school and its discipline which prevails among so many children. The idea appears in many instances so fundamental that nothing short of radical measures for reorganization would seem capable of correcting it. Even in university life where men and women are supposed to congregate voluntarily for the purpose of acquiring a higher education to fit them for greater usefulness and fuller enjoyment of life, there prevails a "pose," I may say, of abhorrence for study and those who study.

A thousand pities that our children should be *sent* to school and *made* to study, as many are. Just the spirit of rebellion, just the distaste for school work thus fostered makes it almost impossible for the teacher to awaken in the pupil such an interest in study as is absolutely essential to real progress.

Since going to school is frequently regarded as akin to punishment, it is but natural that the school should attain to something of the character of a prison and that the disciplinary measures taken by teachers to control classes, quell rebellion

and correct disobedience should be quite in line with this general view. Yet, when one stops to think of it, how strikingly inconsistent to punish by keeping in after school hours children whom one wishes to inspire with an interest and joy in attending school. If it is to be a pleasure to attend school, it certainly cannot be made a form of punishment to keep children in school after hours.

The ideal school, to my mind, is one which it is a distinct privilege to attend. A school from which the notions of routine and punishment are banished. A school equally attractive in its class rooms and teachers. In this school no dull subjects would be taught, because the teachers should be such types of men and women as are incapable of undertaking subjects which they could not invest with enthusiastic interest. The pupils of this school would be at start graded according to their several inherent capacities, and, so far as possible, a means of expression found suitable for each case. This done, the general mould-process would strive to round out a social group with adequate means for expressing intelligibly all common interests and desires. Theoretically, every child instinctively desires to learn, and the only truly effective means of satisfying this desire is by working *with* this natural or acquired capacity for learning—to be sure, modifying it gradually as need be—but never by working *against* it.

If we could redeem the school from the low place to which, I fear, it has fallen in the mind of the average child, we should, I believe, be in a fair way toward solving our disciplinary problems, both as to instruction and control. To thus redeem the school means, first, to employ as teachers only broad-minded, sympathetic men and women; teachers who love their pupils and who love their work. It means, second, the introduction of some new methods and a revision of the curriculum. There are more ways of getting at things than the way in common usage in schools. The reason why so many children fail to make progress in certain subjects is, perhaps, not so much a lack of capacity for the subject, as an inability to appreciate, to understand, to become interested in the method of its presentation. For instance, the difference in time required by two pupils to respond to the oral question, "How many is three times

seven?" may very well be explained by the fact that the one pupil having learned orally responds directly, "twenty-one," whereas the other, having learned visually, must first picture the numbers and, perhaps even find their pictured place in the multiplication table, before he can respond orally. Differences such as these deserve careful study on the part of teacher and parent if only to facilitate intercourse with children. The more technical problems as to the relative value of different ways of thinking, and the possibility of modifying these ways to attain greater efficiency, are also well worth considering even though their solution may be difficult.

The term *discipline* is in bad repute among children. It has come to signify being made to do things which one does not wish to do, whereas it should mean being helped to do things which one does wish to do. Sufficient reward should be felt in having done the thing successfully, and sufficient punishment in having failed.

As for control of a more general sort, such as is, of course, necessary whenever a group of individuals is put under the direction of a few instructors, no really new principles are here involved. A child who is forced to recognize himself as controlled by a teacher or school is apt to rebel. His school work must, accordingly, suffer. On the other hand, if he can be made to feel himself controlled by his schoolmates, the result should be beneficial both to his disposition and work. The child is fundamentally amenable to public opinion. Therefore, by leading him first to recognize his responsibility to his playmates, then to people in general, ideals of honor, loyalty and duty are naturally inculcated.

Absolute control by parents is doubtless in many instances most beneficial. The difficulties in the way of home discipline are, however, many. Indulgent parents usually fail to attain a requisite dignity in the eyes of their children. Their discipline is likely to be highly unsystematic. The result is a spoiled child, confused as to the real responsibilities and duties confronting him. On the other hand, a firm, intelligent, sympathetic hand to lead him is, perhaps, the child's best surety of moral stability. The problem of "bad" children is largely a problem of "bad" inefficient parents and teachers.

The important factor in the discipline of children, both referring to instruction and conduct, is first and foremost *action*, and thereby the formation of right habits of action. It is a far, far greater achievement for a teacher to turn the surplus energies of a wilful or mischievous boy into channels which interest him and, at the same time, make for useful habits of action and thought, than, as is often attempted, to compel obedience by breaking the boy's spirit. Patience, tact, firmness, are required, and above all a keen insight into the boy's nature; but the results to be achieved well repays all the care and study which the teacher may thus devote.

First seek a means of expression which is natural to, not opposed by the child, then gradually mould this into the useful form desired. Get hold of a child's interests and sympathies first; the rest is not so difficult. Appeal to the individual for interest, appeal to the group for control.

DEPARTMENT OF INDUSTRIAL AND MANUAL ARTS

December 28.

SECRETARY'S MINUTES.

The Department of Industrial and Manual Arts met at 3 o'clock on Friday afternoon and was called to order by President Johnson. Secretary McNeilly not being present, Prof. J. J. Doster of the State Normal College, Troy, Alabama, was elected secretary *pro tem*.

On motion it was decided to postpone discussion of the various papers scheduled for the afternoon until all had been read. The following subjects were then presented:

Disciplinary Training in Commercial Geography, Mrs. C. Louise Fraley, Nashville, Tenn.

A Plea for Practical Education, Prof. W. H. Drane, University of Mississippi.

History and Progress of Manual Training in Alabama, Prof. J. J. Doster, Troy, Ala.

The Demand for Domestic Science Among the Young Womanhood of the South. Miss Agnes Helen Harris, Macon, Ga.

The discussion that followed centered chiefly about the papers of Prof. Drane and Miss Harris. President Johnson said that training along industrial lines was the great need of our boys and girls—that they ought to be taught to use their hands as well as their heads. He stated that a false pride has caused many of our people to look on all forms of labor as dishonorable, but that present economic conditions are bringing about a different view. The unreliability of negro servants and the difficulty experienced in getting them to work at all are causing many southern women to do their own washing, ironing and housework. If all our women should look after their own housework, while it would prove a hardship to many, we should soon become free from our bondage to the trifling negro. Our schools should by all means teach domestic science to the girls, and give industrial training to the boys.

Prof. J. H. Morse, formerly of the State Normal School, Jacksonville, Ala., but now of Hamilton, Ohio, stated that there was no servant problem in his city as all the white families did their own housework.

Prof. Perry, of the Georgia Institute of Technology, advanced the idea that industrial training, or training in practical affairs, should not be given to those pupils who intend going higher than the elementary school. He contended that the *humanities* should form a large part of the course of study for such pupils, as the practical training would come later, especially should these pupils enter technical schools.

The lateness of the hour shut off further discussion.

The following committee was appointed to nominate officers for the ensuing year: J. H. Morse, W. G. Perry, J. J. Doster, and Miss Mary Frances Wickliffe.

On motion the department adjourned to meet at 2:30 o'clock on the following afternoon.

Saturday, December 29, 1906.

The department met at 2:30 p. m. pursuant to adjournment on the afternoon of the preceding day and was called to order by President Johnson.

The committee of nominations made its report, recommending the election of the following officers of the department for the year 1907:

President—Dr. J. W. Johnson, University of Mississippi.

Vice-President—Prof. J. J. Doster, State Normal College, Troy, Alabama.

Secretary—Miss Mary Frances Wickliffe, Winthrop College, Rock Hill, S. C.

Papers were then read as follows:

Improvements Resulting from Manual and Industrial Training, Miss Mary Frances Wickliffe, Winthrop College, S. C.

The Demand for Technical Instruction in the South, and the Part of the Georgia School of Technology in Supplying this Demand, Prof. Wm. G. Perry, Georgia Institute of Technology.

Progress and Efficiency of Manual Training in Georgia, Miss Isabella S. Thursby, Sparta, Ga.

Manual Training in its Practical Aspects, Prof. J. H. Morse,

Supervisor of Manual Training, City Schools, Hamilton, Ohio.

Physical Training and Athletics as Factors in Correct Education, Dr. Theodore Toepel, Atlanta, Ga.

Dr. Edward Conradi of the Industrial School, St. Petersburg, Florida, sent a paper on the History and Progress of Industrial and Manual Training in Florida. The president commended this paper, and the department passed a resolution requesting the board of directors of the Association to permit the publication of the paper in the proceedings of the Association.

The reading of the papers was then followed by an extended discussion of their contents.

Prof. Perry spoke of the great demand in the south for men skilled as civil engineers, or otherwise, and of the south's inability to supply even one-tenth of this demand. He mentioned some fine positions secured by students of the Georgia Institute of Technology; and, in reply to a question, said that, so far as he knew, these positions were equal to those secured by young men from technological institutions in the north.

The attention of the department was also directed to the usefulness of the Alabama Polytechnic Institute, at Auburn, Alabama, in furnishing skilled men for industrial fields.

The president cited an instance very illustrative of the importance of training white persons industrially when he stated that, a contract having been let for repairs on one or more of the buildings of the University of Mississippi, the man sent to superintend the work of repairing was a negro. He also stated an experience which forcibly presented the necessity which exists for ladies to superintend cooking in order that cleanliness of food may be assured. The president referred to the value of practical training which white boys and girls are receiving at the Southern Industrial, Camp Hill, Alabama.

Dr. Johnson further spoke of the importance of industrial training for negroes, stating that avenues for practice being almost completely closed to negroes who have been trained for professional pursuits, one effect, in Mississippi, is that negroes so trained resort to gambling. In this connection the president related a story illustrative of the negroes' suspicion of the motives of white persons who try to initiate the industrial train-

ing of negroes. The story is that Bishop Haygood noticed on a certain occasion evidence of such suspicion and when he asked for the cause thereof, was referred to a patriarch among the negroes. In reply to the Bishop's question as to his opinion of the effort to train the negroes for practical life, the old man said, "Well, Bishop, it looks like de white man's trick to make de niggers work."

Miss Julia Tutwiler, principal of the Alabama Normal School for Girls, at Livingston, Alabama, mentioned a visit to Pratt Mines, in the course of which she asked one of the officers having charge of convicts working in the mine what proportion of the convicts seemed to have any knowledge of trades, and received the reply, "probably less than one per cent." She asked specifically if any carpenter, tailor or printer had been sent to the mines, and the officer said that he had never known of a convict who had worked at any of the trades mentioned being received at the mines. Miss Tutwiler gave the particulars of an effort she had made for the restraining of young negroes from crime. This was the effecting of an arrangement for mature and reliable negroes to teach negro boys to repair shoes, and negro girls to make or mend clothes.

In the realm of athletics, foot-ball was considered, the president stating that it furnished a perplexing problem at the University of Mississippi.

Consideration of the game gave occasion for the remark that, under the new rules therefor, hurts are not so many and are chiefly among students whose studies are not far advanced, the inference being that mental development tends to prevent mishaps during the game.

Dr. Wilbur Colvin, Superintendent of Public Schools, Hogansville, Georgia, spoke impressively of the high estimate which he had—from long experience as commandant—of military drill as a means of physical development of both boys and girls. He had not known girls to carry guns when drilling, and boys need not carry them. Allusion was made to one instance of boys carrying canes.

In regard to the disciplinary value of manual training, Prof. Burleson, of the State Normal School, Florence, Alabama, said manual training has considerable value as a means of mental

discipline. He stated that this must be true from the very nature of the subject since it made demands on the expressional powers of the mind. He argued that properly taught from such a viewpoint it would fill a long-felt want. More pupils fail from the lack of power to express their thought than from sheer ignorance of the subject. At least such is the truth according to his observance and experience.

Miss Tutwiler was an enthusiastic supporter of manual training as a disciplinary agent in the moral training of the incorrigible. She had made investigations from such a point of view and found that a lack of skill more than a lack of knowledge is responsible for the greater part of crime.

Professor J. H. Morse made an able plea for manual training as a disciplinary agent. He stated that the highest qualities of the mind are called forth in the planning, designing, and execution of industrial projects. He dwelt at length on the psychological aspect of manual training, yet steered clear of the old faculty divisions of the mind, basing his remarks on the newest pedagogical assumption that mental discipline should not be thought of as an end in itself, but rather as a by-product resulting from the doing of tasks which are intrinsically worth doing. Conceived of in this light, manual training at once takes high rank as a disciplinary agent.

The main lessons educible from the papers and discussions seem to be these:

1. The need of manual, or industrial training of white persons in the South.
2. Handicraft is favorable to abstention from crime.
3. Industrial training brings pupils and students into association with nature, the reactionary effect being highly beneficial, mentally and morally.
4. Such training contributes to the development of our country's material resources and thus vastly aids in promoting the public welfare.
5. Relief of white people from dependence of domestic service of negroes is desirable, and may be a necessity.
6. Cooking, to meet the requirements of comfort and health, necessitates a high order of skill and corresponding knowledge.

7. To cook, or perform household work is not degrading to white people.

8. Judicious use of suitable athletics and of drill in school, college or university is invaluable.

Professor Doster having occasion to leave in the course of the session, Professor Morse complied with a request to act as secretary.

Late in the afternoon the department adjourned *sine die*.

DR. J. W. JOHNSON, President.

J. J. DOSTER, Secretary *pro tem*.

A PLEA FOR PRACTICAL EDUCATION.

PROF. W. H. DRANE, University of Mississippi, University, Miss.

An architect was asked to pass judgment upon the stability of a structure. He examined the structure itself and found it safe and sound in every particular; but when the foundation was tested, it proved to be old, its timbers rotten, and wholly unfit to support the load upon it. The architect's report was, accordingly, that, unless the old foundation were strengthened, the building was insecure; and that the contemplated enlargement, in order to increase its capacity and usefulness, would endanger its life, unless its then narrow and shallow foundation was broadened and deepened.

I believe that, to one who will carefully and impartially examine the structure of the educational systems in the southern states today, these same facts will be made forcibly evident. The systems themselves, the superstructures, are sound, but they are resting upon an unstable and unreliable foundation.

These educational systems are in the hands of competent and progressive men and women. They are building these superstructures and are constantly pushing them higher and higher in their usefulness and efficiency. The work is being elevated and broadened, new departments added, teaching forces enlarged and strengthened, new buildings erected, new apparatus, libraries, etc., purchased; in short the educational systems themselves are rapidly growing; but the whole of the structures rests primarily upon the same old foundation that supported them forty years ago.

The schools and colleges depend for their maintenance and growth principally upon the material wealth of the country. As Mr. Carnegie recently said in a southern address, "They say money is the root of all evil; but it also the root of all schools, colleges and universities; without it they can not prosper and do their work as they should." Briefly stated, therefore, the fact in particular, to which I am now calling attention, is that the material development of the South has not kept pace with her educational growth. The major part of the wealth production is left to unskilled, careless and ignorant labor; in fact, we are still largely dependent upon the "free nigger."

The South is mainly an agricultural section; her prosperity depends upon her farms, and it will be safe to say that three-fourths, if not more, of her agricultural wealth is produced at first hand by unguided and unskilled negro labor. The average negro idles nine months out of the year, and when he does work, it is usually in a hasty, superficial, and slovenly manner. His productive capacity is small, and is really on the decrease, while his consumptive capacity, which has always exceeded his productive, is on the increase. He is becoming more and more a burden, and less and less a motive force in the progress of the nation.

Now, this is the rotten foundation upon which our educational systems are resting. Unless it is strengthened and broadened by placing educated and trained intelligence in direct control of the material development of the country, the whole superstructures of the educational systems will be endangered; they will be hampered by lack of means to carry on their noble work, and their usefulness and growth will be seriously retarded.

Having indicated a weakness in the structure, let us look for proofs of its existence, for that may not be admitted by the optimistic mind. The best evidence of the existence of a disease is the manifestation of symptoms. What, then, are some of the symptoms of this disease, this instability and insufficiency of the foundation upon which rests our educational systems?

There are many which are evident at once. Many southern states have had to borrow money in order to run their govern-

ments and maintain their growing institutions. It is either this, or educational retrenchment must be resorted to, and the latter is dangerous; it is going backwards and there is no telling what harm would result, or where it would end. But going forward seems to mean to go deeper in debt, and where will that end? This is a question, not only for legislators, but for educators seriously to consider.

Again, no one can fail to note the lack of confidence in southern enterprises, even among southerners themselves. Many magazines have started and failed in the South for lack of support; the bulk of our literature comes from the North. We look askance at an insurance company domiciled on this side of Mason and Dixon's line. We prefer to help enrich the already colossal northern companies. In short, we seem to be afraid of each other. We seem to have little confidence in southern capacity for industrial leadership, and, as a result, our enterprises are either small, or are in the hands of northern capitalists. The truth is, we are all really conscious of this very weakness in own productive capacity, to which I am calling attention. We know that, in most cases, whenever a southern man starts an enterprise, he is counting on the negro for a large share of the work requiring skill; we have no confidence in the negro's skill, and, therefore, we put little faith in our neighbor's enterprise. We will not trust our earnings as investments in it and he fails for lack of support. How many enterprises do you know which have failed for this very reason?

But yet another evidence of this weakness of our foundation may be found in the growing tendency toward disintegration now manifesting itself in all departments of effort throughout the South. What is distintegration? Place a limestone where it will be exposed to the weather, and it will begin to break up into smaller and smaller fragments. Each fragment is of the same material as the former stone, but the whole soon loses its identity, becomes a heap of sand, and is incapable of withstanding shock or pressure from without. We call this process disintegration. Now, it is this breaking up into smaller and smaller units, each unit like the former component whole, yet the whole is weakened and rendered less capable of accomplishing large results. this it is what is going on in all depart-

ments of activity throughout the South. It is a process which is weakening and destroying our national unity and strength; we are becoming less and less able to withstand pressure from without and are slowly falling peacefully captive into the hands of a people who once sought to subdue us with arms. Yankee skill is accomplishing a defeat of the southern people greater and more complete than that consummated at Appomatox. Slowly he is taking peaceful possession of our fortresses of industry; buying our valuable lands, owning and controlling our railroads, directing our mines—in fact, getting possession, through superior skill, of all our most valuable enterprises; and, by and by, we shall awaken to find our homes, our governments, our very liberty and selves, in the hands of those whose history and ambitions are radically different from our own, and with whose ideals we can not wholly sympathize. Nay, has not this almost come to pass already?

But let us mention some instances of this disintegrating tendency. In states you find one section arrayed against the other, each fighting and destroying the enterprises of the other. In one county in my state, it is the north side versus the south side. On the south side the towns are pulling against each other. In one little town, a railroad running through the center, divides it into east and west side, and there again you have east side versus west side. The east side once took a fit of public enterprise, dug a public well and erected a windmill. The west side, not to be outdone, did the same thing. Some boys on the east side, in a spirit of vandalistic spite, pushed over the windmill on the west side one dark night and then the west side retaliated by pulling down the windmill on the east side—and there you are!

Take the banking industry. Look how it has multiplied and subdivided until there is now a little bank almost at every cross-road. I know a little town of only four hundred inhabitants which has two little banks. Let a financial crisis come, as they will do, and these little banks will go to popping like chestnuts in a hot fire; they are not strong enough to stand much strain alone, and yet they will not gain strength in co-operation; each one is fighting for its own little self.

Take the cotton seed oil industry. That has divided and

sub-divided until now there are so many little mills, the business is ceasing to be a profitable one. On one road, of which I know, there are four little oil mills, scattered about six miles apart along the road, each competing with the other, and no one clearing any profit. If southerners should control any industry, it certainly ought to be the cotton seed oil industry; yet, it is proving unprofitable, because it is over-crowded, and stockholders are selling their stock below par. These are being bought by northern capitalists and it will not be long before the industry is in the control of northern men.

And thus it is with nearly every southern industry we might mention. This sort of thing is going on in every department of activity in the South; in every state, and county, and city, and town, and even in small communities; a breaking up and dividing up into smaller and smaller units, each unit arrayed against the other and tearing it apart. It is a sort of industrial leprosy that is causing the working body of the South to fall apart and lie helpless at the feet of the Yankee. Like the crumbling limestone, the bond which should cement these units together, making them one solid whole, capable of withstanding pressure, is being weakened by some subtle influence, and unless that influence is corrected, our complete disintegration will surely follow.

Still another sign of our industrial weakness is the over-crowding of a few professions like the law, medicine and teaching. Whatever may be said of the services of society rendered by these professions (and such services are indispensable to its progress), they are yet not wealth creating professions. *They are consumers, not producers.* Their supply, however, is far in excess of demand, and we have a superfluity of lawyers seeking clients, doctors seeking patients, and teachers seeking positions.

Witness a still further evidence in the crowding of the intelligence and culture of the land into the cities and towns, leaving the country and the farms in the hands of negroes and uneducated, unskilled whites. One can hardly travel ten miles along any country road today without passing the site of a once a beautiful and prosperous home, now a picture of dilapidation. In a country where the farm is the mainstay of all real

progress, such scenes present ghastly evidences of a ruinous decay that is going on; they are unmistakable signs of a weakening disease that is eating at the vitals of our strength and will gnaw out the heart of our national unity if it is not stopped.

But what is the remedy for this disease? To our credit, it may be said that it is our only weakness, and it can be cured, if we will but apply the proper remedy. The southern people have a rich legacy left unto them, if they can and will but take it. Out of the bondage of African slavery, which for two hundred years, blighted the prosperity of a land flowing with milk and honey, they have merged into an era of freedom whose possibilities are practically boundless. We, of Americans, are acknowledged, even by the people of the north themselves, to be the greatest in statesmanship, the greatest in oratory; and we have proven to the world that no nation can march an army of braver soldiers in the field of battle. In the South are to be found the highest types of womanly purity, modesty, beauty and refinement; and in manhood, the noblest examples of chivalry and honor. Kingly freedom is our right; yet, because of a single weakness, handed down from an era of slavery and feudalism, we are having wrested from our grasp an inheritance, which God intended should be ours, and which, if we do not take, will be snatched by another people, inferior to us in all save industrial leadership. Our fatal weakness is a lack of material productive ability.

What is the remedy? Let us seek the cause, and perhaps the remedy may suggest itself. Bismark never uttered a wiser thing than when he said: "Give me control of Germany's schools; let me dictate what shall and what shall not be taught; how, and how not to teach; and, in less than a single generation, I will make of Germany what I please."

Let us, therefore, look to the schools of the South for that subtle influence which is perpetuating this inherited weakness. What do our schools teach, and *what do they fail to teach*: for indeed it must not be overlooked, that a child's ideals, his ideas of what is elevating and ennobling in life's work, *are formed as much by what he fails to be taught, as by what he is actually taught.* He reasons, and his reasoning is

logical, that what he learns at school constitutes all that is deemed best and necessary for a successful and educated man to know and do; and that those things which are left out of his school curriculum are unnecessary to learn, and beneath the dignity of an educated and refined gentleman to do. They are to be left to the negro and ignorant whites, less fortunate than himself.

We need hardly say here that it will be futile to seek the prime cause of this disease in our colleges and universities. Young men and young women have their ideals fixed before entering college, and any corrective influences to any false and harmful ideas they may have, will exert small effect if introduced thus late in their educational careers. We must look to an earlier date in their student history; to the more formative period of their lives, when their minds are just awakening to the conditions around them and to a consciousness of their own rights and dignity. It is in the country schools, the grammar schools, and the high schools of our land, that we must seek. What then is being taught in these schools, *and what is not being taught?* The answers to these questions are evident to any one familiar with our public school work. Our school curriculums and exercises are almost solely routines of text-book recitations. We magnify the culture side of education and neglect those things that are of practical use. In short, we educate for adornment, solely, and pay little attention to utility. Such a system of education was handed down to us from an age of feudalism and slavery; from a time when the country gentleman, owning slaves to do his bidding, was the rule, and when education's only object was to prepare for the management of vast estates, for politics, and for social offices. But the foundation of such an order of things was swept away with the abolition of slavery, and we are placed upon the same footing with our northern brethern. New conditions have arisen and the necessity for preparation to meet these conditions arose with them. We can no longer look solely upon the ornamental side of life; we must work with our hands, as well as with our minds. Our men must saw, and hammer, and plow, and hoe; and our women must cook, and sew, and sweep, and dust—and they must learn, too, that there is no dishonor

in doing these things, but rather strength and independence. We need skill in addition to culture, and our schools are not giving us skill; they are still magnifying culture only. They are forcing upon our boys and girls those things for which, in the conditions with which they must be surrounded and must meet in after life, they will have the least need, and are utterly neglecting those things which will prove indispensable to their success and happiness.

Now, the worst feature of it all is the false ideals it causes a child to adopt and the erroneous ideas it gives him of the true purpose of his own life. If education begets anything, it should be broadmindedness and charity, a proper attitude toward one's fellows, and a realization that the only benefits it can confer are wider possibilities of usefulness to others. God never gave to man anything save the right to work; and education gives to no one any greater privileges in the sight of the laws of God or man. If it teaches less than that, it falls short of its high purpose. And yet, are not our young men and young women imbued with just the opposite false ideals? There are certain things they are not taught to do, and they therefore deem them beneath culture's dignity to do. And then, it is but a step to conclude that those who are forced to do these things and to whom the privileges of text-book culture have been denied, are somehow beneath them. Education, in their minds, confers social rights, and even legal rights, which some are denied. Our schools give knowledge only; "pure knowledge puffeth up." Hence, instead of broadmindedness and charity, we have social clannishness and educational snobbery, inciting, not the admiration and love, but the antagonism and hate of those whom it should seek to benefit. Here, then, lies the source of that subtle, destructive force that is disintegrating and tearing apart the very fabric of our industrial and social orders, causing us, in spite of our superiority in all other lines, to fall helpless before the higher skill and better organized industry of the northern man. Unless the education offered in our common schools is made to mean more than mere cultural knowledge, it can never reach, and properly uplift to independent citizenship, the so-called common people.

But how can it be made to mean more? An objection is

raised. Our school curriculums are full already, and there is not time to crowd in anything more. Yes, that is true, but we may teach these same things better in a different way and in much less time, and then we can find time to train in some other things, also. Much that is now given is humdrum repetition of the same ideas over and over again, making progress slow, and deadening ambition and enthusiasm. For example, in arithmetic, a student learns a principle, and is then made to solve dozens of Chinese puzzles of little or no practical value, before he is given anything new. Much of this sort of thing can be cut out without lessening the thoroughness of his teaching; and thus valuable time be saved to be devoted to training in practical things.

This is not idle theory. It is being practiced today in hundreds of schools in another section of our common country. Let me describe to you the daily routine of work in a school which I observed at close range every day for two years. School took in at 8 o'clock a. m., and was opened with a song and prayer. With a recess of fifteen minutes, the time, from then until 12:30, was spent in text-book study and recitation. The dinner period was from 12:30 until 1. In the afternoon, there was no more text-book work. Instead, the boys and girls, with their teachers, went, some into the garden, some to the laundry, some to the cook-room, others to the wood shop and blacksmith shop, and so on, to be trained in practical things. One hour and a half was spent thus each day, each boy and girl carrying on some work of this character, under skilled direction, along with his text-book study. The last period of the day the school assembled in the study hall and were taught to sing. The whole school was enthusiastic in this work, and the children looked forward with pleasure to these afternoons of practical exercise. This enthusiasm may seem strange to us, but there is a reason for it. There is in every human being a creative instinct. It is the divine spark in man, and is that which raises him above an animal in his powers and possibilities. It is in the exercise of this divine faculty that he finds his highest enjoyment and comes to the fullest realization of himself. In a child, this creative instinct is strong, and so here was the source of the children's keen delight in this practical work.

Now, it is in his schools, thus managed, that the northern man finds his source of industrial power, and it is the lack of this practical training in the common schools of the south that gives rise to our weakness. The northern man, from his infancy, is educated to live by his own efforts; the southern man regards his education as a means by which he can live by the physical efforts of others. The northern man is conquering industrially; the southern man, strong in all else though he be, is going down in industrial defeat. He is having created within him hopes and ambitions which, because of his surroundings and the altered conditions he must meet, he can never gratify; and there is withheld from him training in those things he most needs, and upon which his happiness and usefulness mostly depend. Our complete disintegration will be the result, if this influence is not checked.

The remedy is plain. For you and me, in the very marrow of whose bones this fatal weakness has been inherited, and further strengthened by education, there is little hope. We will live the remainder of our lives in proud dependence upon, and slavery to, the trifling negro; boasting that we will not degrade ourselves by manual labor, as if there were any degradation in it. But for the coming generations, there is hope; and in that hope lies their only chance to come into full possession of that power and the rich inheritance which is rightfully theirs. We must educate practically. We must teach *to do*, as well as to know; and, by actual experience, bring home to the mind of every boy and girl in the land the truth that true power and independence come, not by the ballot box, "not by legislation, but by labor." Bring them to a full appreciation of that greatest of all economic laws, even the law given to the human race by the Creator, himself: "In the sweat of thy brow shalt thou eat bread;" and that whoever, or whatever, attempts to disobey that law, be it an individual, an institution, a state, or a nation, is doomed to certain defeat.

HISTORY AND PROGRESS OF MANUAL TRAINING IN
ALABAMA.

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The story of manual training in Alabama is not long; for it is only recently that the subject has made any appreciable headway in our schools; and even now, only in the normal schools and in the public schools of a few of the larger towns has it a place in the course of study. Not that progressive teachers of the state have been indifferent, but conditions in general have not favored its adoption as a part of school work. The difficulties involved in the introduction, teaching, and popular support of manual training are many. Some of these are inherent in the subject itself, being due to a lack of organization of suitable subject matter; others are somewhat local in their nature and pertain chiefly to equipment and maintenance; still others are found in the deep-seated aversion that many people have to making any change in existing educational conditions, maintaining that what was good enough for them in their school days is good enough for their children. The two last mentioned classes of difficulties have been encountered and overcome wherever manual training has been introduced. They are not insuperable. Enthusiasm and tact on the part of the superintendent, a spirit of rivalry in regard to educational matters between two towns may triumph over them and procure for manual training a place on the school program. With the difficulties of the first class, however, it is different. The constant experimentation and numerous discussions in the manual training field show that these have not yet been overcome. It cannot be denied that manual training as a school subject lacks definiteness. The term embraces so much and is used so ambiguously that an adequate definition can scarcely be given. How many teachers can answer satisfactorily the question, What does manual training stand for? and further, How many patrons have any idea of what it represents?

Not one of the regular school studies is in such a nebulous state. The "metes and bounds" of arithmetic, geography, history and even what were considered "fads" a few years ago, na-

ture study and literature, are definitely marked; and the people generally know what each subject embraces. Consequently, no trouble is experienced in dealing with these branches. In fact, the omission of a single one of these from the curriculum would be seriously opposed not only by teachers, but also by the people at large. There is a reason for this, and that reason is found in the fact that these studies represent valuable knowledge that is indispensable for the needs of the child. And further, it is now generally conceded that a study to be worthy of a place in the course of study—especially of the elementary school—must represent a phase of human life, and the dignity of any school subject depends upon the value of the ideas contained as measured by their relation to life. These are modern views. They have not always prevailed. Arithmetic formerly meant the manipulation of figures, the acquisition of processes; but now it has come to represent the quantitative side of life. Reading, for long years, consisted of the learning of bald symbols—motive, on the part of the child, having been entirely left out. History was the mere memorizing of names and dates; now it is the source of life-giving ideas to the child. Thus all of the elementary school subjects have undergone changes to secure a closer organization of parts and a closer touch with life. Does manual training conform to the standards set up for these subjects? No one will claim that it does. Here lies the chief difficulty. Manual training in the past has been concerned chiefly with processes—many teachers, some of them high up in the educational world, claiming that it has no subject-matter of its own, but that it is merely the handmaid of the standard studies. It is for this reason that it has lacked dignity, and has had so little time given to it in the daily program. Teachers will respect and the public will come to support it only when it has been shown to have a body of thought all its own. This fact has been clearly recognized by the leading specialists in elementary education, and already efforts have been made to show that it has a thought side—the body of thought it represents being the industrial side of life. If this be taken as the field of manual training, then the latter takes rank immediately with the long established studies; for our present advanced civilization is due largely to our marvelous

development along industrial lines, and to the child of today a knowledge of the forces that have made us great as an industrial nation is almost indispensable. The scope of manual training once clearly recognized and outlined, it is incumbent on the teachers to go in and possess the field, to select suitable industries and organically relate the present isolated topics, as weaving, basketry, clay-work, cord-work, Venetian iron-work, wood-work, that they may throw light on these industries. Standards both for the selection of industries and for the kinds of work to be given must be determined upon. Here is work for the trained specialist, and work for the grade teacher. When this is done, a decided advance will have been made.

Against such obstacles as just enumerated the advocates of manual training, not only in Alabama, but elsewhere, have had to battle. Yet all along the line progress has been made. The entering wedge for the teaching of the manual arts has been driven. The popular mind is awakened, the future is bright with promise.

In Alabama, one of the first cities to introduce manual training was Birmingham. The school authorities of that city, about twelve years ago, filled with the progressive spirit of modern education, began the teaching of manual training in a very elementary way in the primary grades. From the first the work prospered, and today manual training in some form is given in all the grades of the elementary school, and in the high school there are carpentry and wood-turning. The work is under the charge of two supervisors who devote their entire time to teaching and supervising. In domestic science an extensive course is given for girls in sewing and cooking. Of the outlook for manual training, Superintendent Phillips of Birmingham, has this to say:

"I am of the opinion that there is a great future for manual training not only in our own schools but in the schools of the state. Its educational value is beyond question. It emphasizes to the pupil that doing, and doing accurately and concisely for a definite purpose, is a higher test of education than mere talking. Its effect on character as a means of moral training is of great value.

"In the past we have had two classes of people; one class did the talking for the world, without attempting to execute or realize ideas in concrete facts; at the other end of the line we had a class who were content with doing without thinking. Manual training combines the two classes and relates the thinking to the doing. This is a decided gain, not merely in our educational work, but in all the processes of our civilization."

In the Mobile schools manual training has had a place in the course of study for about eleven years. Today it is taught in all the grades of the elementary school. The work consists of exercises in paper-folding, paper-cutting, card-board construction, sewing, whittling, weaving, and bench-work in wood, and is done by the grade teachers under the direction of a supervisor. Superintendent Murphy says:

"The outlook for the work seems very encouraging—patrons, teachers, pupils co-operating in a way that is bound to make it a success."

Manual training was added to the curriculum of the Selma schools about four years ago. It is taught in all the grades. The materials used being paper, card-board, clay, raffia, reed, and wood. In the eighth grade the girls are taught sewing and the boys have shop-work. For the shop and wood-work there is a special teacher; the rest is done by the grade teachers. Superintendent Hardaman says:

"The town and school authorities like and will foster it. I myself am much pleased with what we are doing. I think Selma is accomplishing as much as I have seen done at any point in the south."

Of the larger cities of the state, Montgomery is the only one that has no manual training in its schools. Of the smaller towns only a few have it in their curriculums.

In three state normal schools, situated at Florence, Jacksonville and Troy, manual training has been taught for a number of years. The courses offered have consisted of exercises in paper-folding, card-board construction, reed and raffia basketry, Venetian iron-work, cord-work, and wood-work. In at least one school—Troy—great stress is laid on the use of native materials. In all of these schools the student-teachers have the opportunity of seeing constructive work done by the children in

the model school departments. The fact that the normal schools teach this work is a most hopeful sign of its wide introduction into the schools of the state.

In the preparation of this paper it has been thought best to differentiate between the schools that teach manual training in connection with other subjects and the industrial schools in which the vocational idea is prominent. For this reason bare mention will be made of the Boys' Reformatory School at Birmingham, the Girls' Industrial Institute at Montevallo, Booker Washington's Institute for Negroes at Tuskegee, and the Southern Industrial Institute at Camp Hill. The unique character of the latter is the apology offered for the following sketch of its work:

"The Southern Industrial Institute was founded about ten years ago somewhat on the plan of the once famous Fellenberg school at Hofwyl, near Yverdun, Switzerland, which enjoyed a great season of prosperity from 1806 to 1840, and which was the forerunner of the many manual labor schools established in this country from 1825 to 1840. So eminent an authority as Dr. Barnard has declared that Fellenberg's institution was the most influential school that has ever existed. To quote from a recent prospectus, the purpose of the Southern Industrial Institute is "to provide a course of study and to provide a way for any boy or girl to pursue that course of study. * * * Without giving money to any student, but by the skillful use of the industrial system this school seeks at all times to help white youth of slender means." The common and high school branches together with farming, dairying, carpentry and saw-milling are taught. There were enrolled last year eighty-six students with seven officers and teachers. The president's annual report of 1905-06 is interesting reading to those who are concerned with the rural school problem.

The question that is foremost in the minds of the advocates of manual training and the educational leaders in Alabama at present is that of introducing manual training into the rural schools. The line of advance has already been pointed out by some of the progressive northern superintendents. In northeast Maine a wonderful transformation in rural life has followed the introduction of the study of home industries into the

country schools. In Illinois and in some other western states the rural schools, through the medium of the school-garden, have awakened a remarkable interest in fruit-growing and agriculture. In Georgia the Federation of Women's Clubs has been paying the expenses of a specialist to give object lessons in country schools, showing what can be accomplished with native materials. In Alabama nothing as yet has been done, but the forces are gathering strength. Manual training will surely find a place in the rural schools, and will be organized around the center of home industries and agriculture. The agitation throughout the state for better rural school buildings and improved school surroundings is bound to result in a demand for something that will relate the teachings of the school to actual life conditions. Here is the opportunity for manual training.

THE DEMAND FOR DOMESTIC SCIENCE AMONG THE YOUNG WOMANHOOD OF THE SOUTH.

MISS AGNES ELLEN HARRIS, Rome, Ga.

The demand for domestic science is universal. It is a recognized fact that two-thirds of the money spent in American homes is spent by the women of those homes. It is also known that only ten per cent of our women receive higher education in domestic art, science, or economy. In the South the per cent is even smaller. We have frequently heard talks on woman's fitness to vote, her ability to govern, her influence morally, but we have heard few discussions on woman's preparation for home, or what influence she might have on the servant question, or her ability to manage that "source of political economy, the kitchen."

The home is woman's peculiar province, therefore the knowledge of this home, of administering its various economies is the most necessary accomplishment a woman can have. In fact a woman can hardly be recognized as accomplished who is not an excellent housekeeper.

The administration of a home should be woman's greatest pleasure. Yet to a large per cent this "housekeeping" is mere drudgery. This is not as it should be—"All merely mechanical

repetition of manual work is drudgery." The ignorant laborer who digs a row for potatoes is a drudge, but the intelligent farmer is no drudge, for he has put thought and skill into his work, and no part of farming seems drudgery. The cook who mechanically makes biscuit three times each day is a drudge, but the educated girl, each time she makes biscuit, realizes that in this dough she is combining an acid and alkali, and these two substances when moistened and combined form the gas, carbon dioxide, which when heated expands, and, therefore, makes the biscuit porous. This girl has knowledge of the principles of biscuit-making, and her work is a constant source of interest.

It is not the object of domestic science advocates to make cooks of their students, but to make intelligent housekeepers. Domestic science when properly taught gives to the future home-makers knowledge, so that they may have an intelligent grasp of every-day affairs. So they will know the composition and nutritive properties of foods, and may know the scientific principles underlying the preparation of these foods. Knowledge that will enable them to keep their homes properly ventilated, will make them ascertain that the water supply is pure. Knowledge that will enable them to understand plumbing will make them keep their houses in perfect repair. As Ellen Rushmore says, "After a girl has studied domestic science she should know:

- "1. What acts to perform;
- "2. How to perform them;
- "3. How to perform them very well indeed."

For these reasons educators have realized that domestic science should be taught in the public schools and in girls' high schools and colleges. This demand for domestic science is universal, but nowhere in the United States is the demand for domestic science by young women as great as it is in the South.

1. Because domestic science has been more universally introduced into the northern schools than in the southern schools.

2. Conditions have been such that southern girls have received less training along these lines from their mothers than the northern or western girls.

3. Servants that have been easily and cheaply hired have

become exceedingly hard to procure, and good servants are exceedingly rare.

Miss Kinne, of Teachers' College, writes me that in the north domestic science is taught in all the principal cities, and the other cities are introducing it. The most notable centers are Washington, Philadelphia, Jersey City, New York City, Hartford, Providence, Boston, Springfield, Brooklyn, Framingham. A little farther west it is in Detroit, Cleveland, Toledo, Chicago and its suburbs, and many towns of the middle west.

In the South I find a great many of the principal cities have not introduced domestic science, although it is gaining some ground. In Kentucky, Louisville, Covington and Houston all have domestic science. In Virginia, Richmond, Lynchburg and perhaps Staunton and Roanoke, have introduced this subject; in South Carolina, Spartanburg and Winthrop College; in Alabama, Birmingham, with the Industrial School at Montevallo; in Tennessee, Nashville and Knoxville. In North Carolina, Asheville, Greensboro, Durham and Raleigh have introduced domestic science into their schools, and it is in several girls' normal schools, Salem Academy, Winston-Salem College for Girls, etc. In my own state, Georgia, out of ten colleges of good standing for girls four have thoroughly equipped domestic science departments, well conducted by domestic science specialists. There are only two public school systems that have fully equipped domestic science departments, and special teachers to carry on this work. There are a few other schools in which one of their grade teachers has sandwiched in a little domestic science training, giving a few lessons a week, outside of school hours. But after this "quick lunch method" I fear a student would suffer the same inconvenience as did the bride of whom Miss Parloa writes. This bride had spent three summer months preparing for her life work, making a home. She had decided to do without a servant, and had minutely planned her first day's work. She gave herself one hour to prepare a wholesome hot breakfast for her husband. Imagine her dismay when for one-half hour she worked on the fire, trying to make it burn, but to no avail. At last, much worried, tired, and sorrowfully she gave her husband cold milk and cold bread and butter instead of the delicious breakfast she had planned. And her

trouble all came from the fact that she did not know it was necessary to turn the damper and have a draught in order to make the fire burn.

Even then this bride knew a great deal more than the average southern bride does on the first day of her housekeeping.

So we see that the northern educators have realized more than our southern educators the necessity of giving a girl, in school, the knowledge she shall use every day of her life. It is a fact that wherever domestic science is once introduced, it is never discarded. Like Banquo's ghost, it will not down. There is no lack of pupils in this department, for girls like very much to study these branches: domestic science, domestic art and domestic economy.

Our southern "before-the-war-mammy" was a fine specimen of humanity. She was usually a good woman and an efficient servant, fond of her mistress. Naturally our southern ladies left the doing of most things to these excellent servants. The southern women, although they managed their servants and homes well, actually scorned the house work. Of course they did not think it necessary to teach their daughters to do the things they had never done; and now we girls who have learned to scorn house work are left perfectly dependent on servants. The servants have become incompetent. The good ones are exceedingly rare. They are often shiftless, careless and unclean. From being able easily and cheaply to procure a good servant, we must now try hard to get poor ones and then pay dear for them. So our southern girls need most urgently to know how to dispense with servants. The girls should be taught the dignity of labor, and at least know how to teach their servants.

To show that this idea of giving girls training in household duties is not new, I quote an extract from the prospectus of Vassar College issued in 1865:

"The young lady who takes a college course is withdrawn from home during the formative period of her life, placed in an artificial community, surrounded by influences and engaged in pursuits which, however exalted and salutary in themselves, are foreign to those with which her future life must be most conversant. In such circumstances she is in danger of forming tastes and habits tending to unfit her for her allotted sphere,

and to render its duties perhaps positively distasteful. Whatever the college can do consistently with its special work, it will do to guard against such tendencies, to maintain a just appreciation of the dignity of woman's home sphere; to foster a womanly interest in its affairs; to teach a correct theory, at least of the household and its management; and to give some practical training in such domestic duties as admit of illustration in college life.

"1. Domestic economy will be taught theoretically through text books and lectures by a competent instructress.

"2. Visible illustrations of principles under discussion will be furnished to the utmost practicable extent, in the college kitchen, larder, dining room, etc.; to the selection of meats, vegetables, and other articles of food; their preparation for the table; the arrangement of the pantry, the setting and serving of the table, carving, care of silver, cutlery.

"3. No servant's work will be exacted of the young ladies, yet they should be taught to superintend the work of servants in their own rooms and to do with their hands whatever a lady ought to do."

You will see from this that the old trade school idea was carried out, a thing was done over and over again until it was impossible to do it wrong. Mrs. Ellen H. Richards, of the Boston Institute of Technology, in commenting on this plan in an address to college women, says: "All former effort to teach domestic science in the schools has been on this trade school idea. Is it any wonder that young women themselves have rendered all such attempts more or less futile?"

In contrast to this is our modern plan which has gathered together the facts about a home systematically; so now we have a domestic science that is so closely correlative with botany, chemistry, physiology, physics, etc., that we cannot separate them.

For instance, in my own high school classes, the pupils come to me the same year they begin the study of botany. The botany teacher has explained the composition of the potato, its growth, etc.; then with me they learn the use of the potato as a food; they experiment with the various methods of cooking and decide that it is the best cooked at a very high temperature. In

botany they have studied other vegetables of similar composition and the same methods of cookery must apply to those foods.

Again, physics is begun this same year. A pupil measures into her half-pint cup sixteen tablespoons of flour, sugar, or butter, but into this same cup she can get only twelve tablespoons of water or milk. She finds she cannot measure a level tablespoon of water. Why? She uses that law new to her, of capillary attraction that produces a surface tension.

Again to go back to the bride, and had she applied her knowledge of physics she would have learned the cause of that stubborn fire.

Chemistry is applied in almost every lesson in domestic science. The composition of the foods is studied, and if the pupil has had a thorough course in chemistry she can "account for a certain loss of salts in the boiling of meat. She can calculate the percentage of Rochelle salts that may be found in biscuit as a by-product in the formation of CO_2 in the combustion of an acid and an alkali." The student of chemistry can immediately see how the CO_2 is formed in bread, by the growth of yeast causing the sugar to break up into alcohol and CO_2 . Again in answer to the question, Why bread sours? the student of chemistry can easily see how the alcohol unless immediately driven off will change into acetic acid.

Physiology of course is one of the most easily correlated sciences. The composition of the body, its daily loss, its daily income, is its theme. The actions of digestive juices, the consequence of insufficient cooking of any of the carbo-hydrate foods are there considered. Mrs. Mary D. Chambers sums this up in her address before the Eastern Manual Training Association, when she says, "Not only does the application of sciences vivify the subject of home economics, but that all tributary subjects are vitalized by such applications, and the student gains a new appreciation of the value of such subjects as a preparation for life."

Now besides preparing a girl to manage a home, domestic science may be of the greatest help to the community in which the students live.

The community should work for the general good, and if the

southern women, as a class, knew the laws of sanitation, they would investigate things. They would demand clean markets, clean dairies, hygienic milk bottles, etc. They would more likely teach their children the care of common property, and much labor would be saved. Many plumbing bills would be lessened if the housekeeper knew the danger to the sink of hairs, and strings from unhemmed dish cloths. The cost of living is very much increased by carelessness.

I quote again from Mrs. Richards, showing what a great help scientifically trained women can be to their communities. She says:

"There is a little shop called the New England Kitchen, a college settlement of a somewhat novel sort, a place for the cooking and sale of certain typical foods. The cooking is done on scientific principles, and in sight of the customers, as an object lesson in methods and cleanliness. It is also a kind of household experiment station, where new apparatus may be tested and frank opinions expressed, a place to which many perplexed housekeepers bring their problems to find comfort in their despair if not relief in their trouble. The kitchen was started primarily in order to learn how the people live, how they cook, and what peculiar tastes and prejudices they have. As a means of doing this, it was determined to study the methods of cooking two things: The cheaper cuts of beef, and the cereals, and to offer for sale the results of these experiments, the proof of this pudding being the selling.

"There have been many attempts on the part of sanitary cranks to induce people to eat what was good for them; there have been many attempts on the part of business men to utilize some hygienic theory for a profitable manufacture; but here was an attempt to educate the people to like what was good and nutritious, by serving it day by day. The successful issue did not come at once. Each dish was perfected only by the co-operation of the whole neighborhood, after repeated tasting and commenting. So that finally what might be called a cosmopolitan flavor was obtained; and for some time at noon each day there has been a procession of pitchers, pails, and cans brought by women and children of many nationalities, for pea soup, or beef stew, as a witness to the fact that a really good food is ap-

preciated and will be purchased. Here at last is a possible rival to the saloon. A special beef broth, and milk practically sterilized and obtainable at a price in the reach of all, has been approved by physicians, and has furnished texts for many a lesson on foods for babies and invalids. The fact that every child put on a diet of this milk during the summer has been saved would alone justify the existence of the kitchen."

Were well educated southern girls to follow this plan, so that in our southern towns the housekeepers could go and obtain the latest utensils used, and learn thoroughly their advantages, much good would result. If they could be conversant with every appliance that has been made to lessen the labor of keeping the home, it would be a great assistance. And after their study of domestic science they could so arrange their household affairs as to take the minimum of their strength and labor, then one step at least towards solving the servant problem would have been taken.

For instance, if a housekeeper in preparing a meal, can send to a kitchen, get a perfectly prepared soup, and a well-cooked roast for dinner at no extra cost to her, would she not prefer to do the cooking of the simple dishes herself in the kitchen which she has planned with every convenience, to giving her house work into the hands of incompetent servants?

To you college presidents and school managers, our Southland must look almost entirely for the initiative and the planning for the education of her daughters in really scientific house economics. The south resists change with a passion born of her love for her traditions, many of which, like the purity of her homes, are as dear and as valuable as life itself; but she can keep her crown jewels and be open-minded to receive instructions in those sciences and arts that make for better methods than our mothers knew, methods that apply, in the kitchen, chemistry and physiology unknown to our fathers, that apply to the housekeeper the youngest of all the sciences, bacteriology, which has just put into the hands of man his most powerful weapon against dust and disease.

These practical results from the crucibles and retorts and microscopes of our colleges will reach our homes only in so far as they are given to our daughters at school and only so far

forth will our home life be made more scientific. And whatever helps the home helps all things, for

"To make a happy fireside clime
For weans and wife
Is the true pathos and sublime of human life."

SOME RESULTS FROM MANUAL AND INDUSTRIAL TRAINING.

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Comenius called the school "humanity's workshop." It is there that we seek to develop and train for usefulness the whole being mentally, physically and morally.

To this end we need to cultivate not only the old triple alliance of mind, hand and eye, but to foster and develop that occult thing which for want of a better name we will call feeling—appreciation.

Our educational reformers felt the need of something more in the educational schemes of their times. Comenius' idea, "Learn to do by doing," was carried out by Francke. Locke's scheme included agriculture and the mechanical arts, but it was eminently impractical. In the stirring ideas of Rousseau we first get a glimpse of the mental through the manual, but he did nothing. It remained for Pestalozzi and Fellenberg to adopt manual labor, which later became manual training, into their system of education.

In 1749 Benjamin Franklin published his proposed "Hints for an Academy," and enumerated as the most useful studies arithmetic, writing, drawing and mechanics.

Education, I take it then, means the ability to do efficiently one's part in the work of the world, and whatever is conducive to that end is worthy of a place in the school.

We have given manual training a place in the school because we felt that all mental work gave a one-sided education; that it would increase the pupils' love for work; that it engendered carefulness, neatness, accuracy, honesty, self-reliance—the forming of habits that go to make character.

The boy or girl who thinks that half-way doings are all right in mental work, will find to his sorrow, that it is all wrong in

manual work and the lesson he learns from a misfitted joint will be borne in mind when he prepares a lesson in Latin or English. These and more are the results obtaining from manual training.

We must look for results first on its disciplinary or individual side; second on its industrial, or social side.

The Greek youths were taught to indulge in the art of sophistry; in their oratory they learned to make the worse reason appear the better. They did not seek to expound the truth. It has been said, "Greek philosophy and Greek education must be held responsible for the decay of Greek civilization." When the elements of rectitude and honesty are left out of a scheme of education, it will be wholly wanting in the character of that people.

On the other hand, in Switzerland we find the world's greatest example of integrity and honesty. The Swiss are a nation of craftsmen. This craftsmanship has reacted on them individually, building up in them an honest and upright character. They have been doing honest work for themselves for generations. In the construction of their roads they vie with the old Romans; their terraced vineyards serve for many generations; their feats in mountain engineering are the admiration of the world.

Shoddy goods do not come from Switzerland, neither do factories flourish there. Tiffany tried it once in watch-making and failed.

Hundreds of thousands of dollars have been spent on industrial education. The result is that the Swiss are a nation of self-respecting workers, exalted in character, and fair in their dealings with their fellow men. I am told that among the numerous beggars of different nationalities there is never found a Swiss nor a Swede.

At the Congress of Art last year at Berne, the first glimpse some travelers had of life in Switzerland was at a hotel where they saw a suit of clothes hanging outside a door, left there overnight to be brushed. At any hotel in America that suit of clothes would have needed a policeman to guard it. I feel sure that such honesty was the result of a system of manual education inaugurated long ago by old Pestalozzi at Yverden.

Or turn to Japan where such perfection in hand work has been attained that the whole world has stopped to admire and wonder, and find that there has been for twenty years a decrease in crime.

Manual training as a character builder has long been recognized in reformatories. Could we not better use it as a preventive of crime? Take the natural activities of childhood. Turn them to educational account and thus preclude all thought of evil. Help the children to acquire a habit of work. Habit is one of nature's most mighty forces, and good habits are as easy to form and as hard to overcome as bad ones. "The untrained hand of a child may become the idle hand of the dreamer or tramp or the misdirected hand of the thief."

Superintendent Brockway of the Elmira, New York, Reformatory calls attention to the fact that out of 1,500 boys in that institution less than two per cent of them had the opportunity of learning to use their hands before they came there. Mr. Valentine Kirby, in speaking of this, says, "Is it not a shame that so many boys have to bear the stigma of these reformatory schools before they can know the delights of hand work, or become the useful citizens they might become if each state provided the same opportunities in her public schools." He adds further that notwithstanding the fact that this industrial school harbors these repeated failures, fully ninety-five per cent of those paroled become law-abiding citizens. This is a result worth considering. Is it not time we learned that it is wiser and cheaper to build character than to punish criminals, to spend one hundred dollars for the cultivation of good citizenship than the same amount for the discouragement of the bad.

South Carolina has provided for a reformatory for boys where every form of hand work will be taught, while more than ninety-eight per cent of her schools have no manual training whatever.

By placing it in the schools the girls would have a chance too, for what is good for a boy's education is good for a girl's, also.

The intellectual activity which has been aroused and stimulated by this sort of education will develop the qualities of

mind and heart that will make our girls into strong, helpful women. We believe, too, that it should be directed into practical channels, so that we may realize practical results.

The cooking, sewing, millinery, hand work, bench work, horticulture, and dairying taught at Winthrop College have revolutionized many homes in South Carolina by giving a knowledge of a better way of living.

I find that those girls who have had manual training in the graded schools, on coming to college are much more self-reliant and careful in all their laboratory work. They have in a measure become independent thinkers and are able to plan and execute their work more readily.

This working out of ideas in concrete form requires pupils to think and reason about their work at every point; the result is a clearer brain, a more definite purpose, and a firmer grasp of the realities of life.

When the pupils have had manual training along the line of their school lives it will be easy for them to apply their knowledge to the practical affairs of life—the man to the work of the world, the woman to the fine art of home making.

Much of the unhappiness of homes arises from the fact that women are inadequate to the task of organizing and carrying on the work of the home efficiently. She needs to know many things to carry it on well, but she needs most that resourcefulness of mind and willingness of hand that manual training engenders.

It makes children happier in their school work. Those children who have a school garden, domestic science, and manual training waiting for them at the schoolhouse are never tardy and are always happy in their tasks. I know a school where the teacher allows the children to do some manual training in the morning before school. The result is that the children are there early with eager faces and willing hands. There is no trouble about tardiness or truancy in that school.

A young teacher friend of mine had a refractory boy whom she was keeping after school for some offense. After she had shown him the enormity of his crime she said, "Now, Willie, will you promise me to be good tomorrow?" He replied, "Don't know, ma'am, I meant to be good today, and you see how it has

turned out." He didn't mean to be bad, but his motor activity simply got the best of him. Do teachers realize what an aid manual training is to discipline in furnishing a legitimate outlet for motor activity? If a boy is genuinely interested in a piece of work it is easy enough to keep him out of mischief.

Again, manual training keeps both boys and girls in school a longer number of years. Nearly forty per cent of pupils leave school before completing the eighth grade and fewer than ten per cent ever reach the high school. Dr. G. Stanley Hall gives some interesting statistics along this line, showing that pupils remain in school longer where manual training is taught.

I find that the tastes of students improve. What once appealed to them as beautiful is discarded as crude or tawdry. They have learned by actual doing to know a good thing from a bad one—to know good color, form, proportion, and suitable decoration. They know quartered oak from painted pine.

They have grown to feel that plated silver is hypocritical and that veneered mahogany is a lie in the concrete. Rugs, vicious in color, and wicked in color schemes with designs of dogs, peacocks, and roses are no longer found in the home. Quiet, restful colors and conventional designs have taken their places.

They know a good vase form from a bad one, for they have made and decorated vases themselves.

The right pictures are found on the wall. They know that an artistic home need not be a fine home, for through manual training the tastes have been cultivated, the eye unsealed to beauty, and the art of living has become the art paramount.

I would not narrow the vision of any student by taking out the culture studies and substituting manual training, although Dr. Hall says that a good lesson in manual training sends as much brain to school as a lesson in English, and sends a part of the brain to school that would never go otherwise. I would lay the foundation broad and deep in the culture studies, so that the student may have all the ideality and broad view that such studies bring when he applies his knowledge to the work of the world. No mere mechanic, however skillful, could have designed the Brooklyn bridge or your own Capitol building. It takes vision—imagination as well as technical skill.

Science is the basis of our modern civilization. It underlies the whole problem of lighting, heating, ventilation, water supply, telephone, electric appliances, agriculture, cooking, in fact, all industrial training.

The time has come when the industrial school along with, or by the side of the literary school is a necessity.

The battle for educational manual training in America has been fought and won, but the victors were so afraid that they might be confounded with those who advocated the industrial idea that they have fought shy of anything that might lead to preparation for vocation.

It was not until 1886 that Germany accepted manual training in an educational way, that is, put it in her schools on an equal footing with the other school branches; but Germany learned before that time that commercial supremacy depended on industrial training. She has established industrial schools at or near every manufacturing centre, where the students are taught not only the elements of industry, but also the application of artistic designs.

This explains, as Dr. Haney says, why that ever-present hall-mark "made in Germany," flourishes on all sides. The result of this system of education you well know, for therein consists Germany's commercial supremacy today. Who are the jewelers and fine engravers in your town? Germans, I dare say, as they are in mine. In France the same thing is true. The method of instruction, however, is different. Students are allowed to try each school of craft and designing for a certain time and then decide which one they like best or have most talent for. Other countries of Europe have provided for the industrial education of their people because they think with Herr von Schenkendorff that it is a crime to turn young men and women out on the world without some wage-earning capacity.

We in America are only great industrially on account of our natural resources.

The North and West accepted manual training as a part of their school curricula much earlier than we of the South have done. The results were apparent in the beautiful school exhibits at the Louisiana Purchase Exposition. More than that,

see the magnificent manual training high schools and buildings all over the North and West, a single building and equipment sometimes costing more than a whole college plant in the South. I am aware that fine buildings do not always make fine schools, but when we have to send to that same northern and western country for skilled people to do some special work for us, we know where those people received a firm foundation for the technical training that came later on.

I feel sure that the industrial and trade schools that are springing up all over the North and West are the result of manual training in the common schools, whereby labor has been honored, and the knowledge and value of industrial art emphasized.

We in the South are at a safe distance (too safe, I'm afraid) and can get a good perspective of what is being done along industrial and technical lines. They of the North and West have done the experimenting and we can profit by their results.

With the touch stone of common sense we can put everything in its right place: Manual training in all the schools, industrial schools by the side of the industries, trade schools for the workers in the ranks, and technical schools for the captains of industry. Then the South will realize a prosperity that she has never had, even "befo' de war."

We have been looking after industrial education a long time in South Carolina, for the oldest successful manual labor school in America was established in Abbeville county, South Carolina, by Dr. John de la Howe in 1797. This school is in existence today. Our Agricultural and Mechanical College is comparatively young, but the results are already apparent in the way the graduates have taken hold of the problems of life. Perhaps some impetus for its good work was derived from this old school and others like it in South Carolina.

The extension work undertaken by Clemson College is truly an educational movement. A car fitted up with a full exhibit of the work of the college in agricultural, mechanical, and textile lines, accompanied by able professors who explain the work and instruct the people, goes on an itinerary through the state twice a year.

They have begun a mighty work, the end of which may not

be foreseen, showing the people how to live, how to work and how to make South Carolina what it ought to be. This is from a gentleman who accompanied the car on its route: "Along the line of march one can see evidences already of the beneficent work done by the College, and one may gather also some idea of the enormous part Clemson is playing and is bound to continue to play in the industrial regeneration of the state."

From an agricultural we are fast becoming a manufacturing people, as the last statistics from the South Carolina State Department of Agriculture, Commerce and Immigration will show. The manufactured products of the state amount to \$79,376,000, while the agricultural products amount to \$76,721,000. It took the South a long time to learn what value there is in industrial arts and works, and I am afraid that she has not learned it thoroughly yet.

When cotton mills began to flourish in the South, Massachusetts opened her first textile school in 1897. She spends \$85,000 a year on textile education alone. Since their establishment the state has spent \$640,740 and the towns in which the schools are located have appropriated \$283,000; all this for textile education alone. Besides this, the Young Men's Christian Associations throughout the state and other organizations support evening schools in textile work, as well as in various other technical subjects.

If we do have the raw material at our door we can never wrest its manufacture from a state that provides for the industrial education of her citizens like that, until we go and do likewise. Let me give you some idea of the attendance on these textile schools:

| | Day Students. | Evening and Special. |
|-----------------------------------|------------------|----------------------------|
| Lowell (the oldest)..... | 141 | 588 |
| New Bedford | 29 | 363 |
| Fall River | 11 | 419 |
| Against— | | |
| South Carolina (whole state)..... | 16 | 4 |
| North Carolina | 10 | 9 |

| | | |
|-------------------|----|----|
| Georgia | 30 | 18 |
| Mississippi | 16 | 25 |
| *Texas | 11 | 0 |

The result is that Massachusetts will continue to manufacture fine cotton goods while we will continue to clothe the Chinese and if the "open door" should be shut, then we will have to find some other heathen country.

Massachusetts has not done as well as some other northern states, but I was able to get information as to what she has done and is doing from the Douglas report on industrial education.

The negroes of the South are receiving real industrial education. (The results on the masses are not yet in sight). In South Carolina there are a dozen negro schools where bench work and the industrial arts are taught. Several white superintendents have put bench work into the negro schools only, presumably, to try it on them first, and if they survive, then there will be some hope of the white boy getting it. In the meantime the negro bricklayer and skilled workman gets \$4.00 a day, while the white foreman gets \$2.50.

Through industrial and manual training in the Indian schools many Indians have become self-supporting. So says the report of Miss Estelle Reel for 1906.

We need this industrial training for girls as well as for boys. Many of the young women of the country must earn a living. An attempt should be made to instruct them in those industries which are most closely allied to the home, to give them a wage-earning capacity in sewing, cooking, embroidery designing, leather work, book-binding, millinery, dress making, dairying, horticulture and poultry-raising. Why not have something like the housekeeping schools of Germany?

There is a demand for all of the industries mentioned above in the South, and if there isn't the sooner we create the demand the better it will be for our material prosperity.

The profession of teaching is over-crowded with women. For that reason the pay is poor even for well-trained teachers. Many

*I am indebted to Dr. C. S. Doggett of the textile department of Clemson College for these figures.

women do not like to teach and only do so because they have to earn a living. For such as they teaching is a crime. Would it not be better for them and far better for the children if they could earn a support in some of the ways I have suggested?

I fear my paper has become prospective rather than retrospective, but I am overwhelmed by the thought "so little done, so much to do."

After all manual training in its highest and best sense means the development of the individual.

To love and appreciate the beautiful is the birthright of every child, and if through manual training we have raised the standard of taste, inculcated a love for the harmonious, created higher ideals of life, given a clearer idea of social service of each man's duty to his fellow man, then we have attained results to be proud of.

ENGINEERING EDUCATION IN THE SOUTH.

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It was just twenty years ago that Henry W. Grady gave us that striking phrase which has since become so generally current and trite. And yet it may be seriously doubted whether any considerable part of our people has any real conception of the significance of this term, "The New South." True, we have pretty generally got our eyes turned from the traditions of the South's romantic and glorious past and the subsequent great disasters of war and reconstruction; we have been aware of the increased value of urban and rural properties; we have watched the South's growth in population, commerce, agricultural products, manufacturing establishments, and clearing-house receipts; we have felt at every turn the presence of that activity and well-being which we denominate progress; but the full extent and meaning of this "progress" has not generally been even remotely appreciated.

It is one aspect of the New South that I wish to prevent this afternoon; namely, the matter of engineering education in the south; and in discussing this question, I shall call your attention to three considerations: 1st, the occasion of engineering

education; 2d, the meaning of engineering enducation; and, 3d, the nature, or operation of engineering education.

The industrial development of the southern states during the past twenty-five years and the store of their undeveloped resources, as shown in this partial exploitation, are so enormous, that few southern men can read the record of these facts without feeling surprise mingle with their gratification. In comparing the South of 1905, not indeed with the South of 1880, but with the entire remainder of the United States of that year, we find the following remarkable figures:

The South, in 1905, had a population of twenty-five millions, only nine millions less than the entire remainder of the country in 1880. In 1905, the South's railroad mileage was sixty thousand, exceeding the mileage of the rest of the country in 1880 by nine thousand. The South last year made over three million tons of pig iron, only nine hundred thousand tons less than the rest of the country in 1880; mined seventy million tons of coal, surpassing by twenty-four million tons the rest of the country in 1880; made six and a quarter million tons of coke, almost doubling the rest of the country in 1880; and produced forty-two and a half million barrels of oil, considerably more than a third more than the rest of the country in 1880. The South's capital invested in cotton mills in 1905 was two hundred and twenty-five million dollars, twenty-five million dollars in excess of the remainder of the country in 1880; its annual lumber products were two hundred and fifty million dollars, an excess of fifty-six million dollars; and its annual farm products amounted to the grand total of one and three-quarter billion dollars, surpassing the remainder of the country in 1880 by two hundred million dollars. In short, the South today is possessed of a prosperity, a population, and a commercial and agricultural activity as great as the totals of all other parts of the country in 1880, and, with the exception of manufactured products and the value of assessed property, is ahead of the combined North, East, and West of twenty-five years ago.

Nor is this record of past achievement, marvelous as it is, the most notable and significant of these facts.

In the South is raised three-fourths of the world's cotton crop, for which—in its raw state—Europe pays annually nearly

four hundred million dollars, or more than the world's yearly gold production. In its seven hundred and seventy-seven mills, with their nine million spindles, it has nearly a quarter of a billion dollars invested; but it furnishes the raw material for billion dollars. In other words, the South raises more than one hundred million spindles and an invested capital of two billion dollars. In other words, the south raises more than seventy-five per cent of the world's cotton supply—and there seems to be conclusive proof that no other part of the globe can successfully produce this staple as a competitor; yet it manufactures less than ten per cent of the world's cotton goods. The room for expansion in cotton manufacturing, therefore, is limited only by the South's ability to provide skilled workmen and capital for new mills.

In the iron and coal industries, the South's possible mastery is not less emphatic. It is estimated that at the present rate of consumption, the vast iron supplies of the Lake Superior region will be exhausted in about twenty-five years, and, so far as is known, the only source of the metal equal to the needs of the coming years is to be found in the South. Of iron ore Alabama alone has such an enormous store that it is now accepted that the three or four leading companies of this state control more iron than the United States Steel Corporation, with its seven hundred million tons. Moreover, the South contains a total of sixty-three thousand square miles of rich bituminous coal lands, more than four times as much as Pennsylvania and more than five times as much as England and Germany combined.

Still, the value of the South's resources in cotton, iron and coal scarcely exceeds that of others less generally regarded. To mention only three: (1) One-half of the standing timber of the United States is below Mason and Dixon's line; (2) a magnificent water power, capable of being utilized for electrical purposes, promises to make this section the center of activity in that respect in America; and (3) the South, except in limited and more densely populated regions traversed by a few well equipped trunk lines, is notably deficient in railroad facilities.

Already these resources have to a limited degree been exploited. One North Carolina town alone has more than forty furniture factories; water power aggregating half a million

horse-power or more is being harnessed for electrical purposes in the central South; and in every direction, new and additional lines of steam and electrical railways are being planned or are actually under construction. Yet the fact remains that the South has barely begun its march of progress. When, indeed, one realizes the possibilities which wait upon the extension of the Oriental market and the opening of the Panama Canal, it seems difficult to exaggerate the opportunities of the South.

And now, certain definite truths follow from the above amazing statistics: First, it is evident that this region of immeasurable resources is going to be developed, and developed by ourselves or by outsiders; second, the North and East are fitting their young men to do this work; third, if the young men of the South are to compete successfully with these trained engineers, they must be equipped likewise. The conclusion follows with a syllogistic force and inevitableness. If our young men are not prepared for this work, the South is destined to suffer a loss compared with which the material losses of war and reconstruction will be insignificant. The professions are already over-crowded; it is continually more difficult for the man with small capital to compete with the large producer; and clerical work means ordinarily a life of obscurity and small remuneration, as the increasing supply of such labor tends to keep down wages and the extension of the large scale system of production and distribution, to make it yearly less possible for the subordinate to rise to positions of control and independence; engineering is the one field where brains and skill are the only capital necessary, where competition is as yet little felt, and where the possibilities of accomplishment and reward are almost limitless.

These truths are so patent that to state them is to prove them; yet the South either fails to grasp their significance or else remains indifferent to an incomprehensible degree. In this connection we find the following striking statistics:

In 1901, there were in southern colleges sixteen hundred and five engineering students. Assuming that there would graduate of these sixty per cent,—an assumed percentage far too large—there would be sent out from this number nine hundred and sixty-three graduates, or two hundred and forty-one

annually. In 1900 there were in the southern states fourteen thousand seven hundred and seven civil, mechanical, electrical, and mining engineers. Now, accepting the actuaries' report, that at least four per cent of every profession will disappear annually, there will be from this body an annual loss of five hundred and ninety engineers. So that the engineering schools of the South are not supplying one-half or even the annual *loss* of this profession.

This surely is bad enough, but when one considers the industrial growth of the South, matters appear far worse. The increase of the industrial output of the South during the last twenty-five years has been five hundred and sixty-one per cent, or twenty-two per cent annually. In order to supply this demand on the engineering profession, there should be added each year three thousand two hundred and thirty-five engineers, a number which, by providing for the annual loss indicated above, becomes three thousand eight hundred and twenty-five. This is sixteen times the output of our engineering colleges. In other words, for every engineer educated in the South, fifteen are brought from the outside. Again, last year there were established in the South six thousand new industrial enterprises. If there graduated the average number of technical students—namely two hundred and forty-one—there was sent out from the southern technical colleges fewer than one man for every twenty-four of the *new* establishments!

These are impressive statements, and become more impressive in the light of additional truths. We all know of our southern boys that they are intelligent, willing, and capable. The president of one of our leading southern technical schools testifies from his long personal experience that "four out of five can be trained to do skillful work, manual work, in some direction." They merely lack opportunity, and this opportunity our present system of education fails to give them. In each of our southern states, there are from half a dozen to a score of colleges for literary culture and a single institution for technical training. It is not hard, then, to understand the conclusion of this same president, that "Our entire system of education rests on a false basis," and that "The basis of all education should be industrial." We may admit the radical nature of this conclu-

sion, yet perceive the great truth which lies behind it. A considerable part of our southern lads should be "trained to do skillful work, manual work, in some direction." Financial or intellectual limitations will permit many of them to accomplish no more than this; still, this mere training involves no small advantage, for they thereby go forth into the world's work as skilled, and not unskilled, workmen. Wherever possible, there should be offered in our technical schools short courses in practical mechanics for just such students, and there should be added to our public school system mechanical training schools such as the city of Philadelphia has recently opened. But this "training to do skillful work, manual work," is not engineering education; and the statement brings us to the heart of the second division of my subject—the meaning of the term "engineering education."

At the outset, engineering education must be definitely distinguished from something with which, by a popular misconception, it is frequently confused; namely, technical training. Technical training is that training given to the carpenter, the machinist, the electrician, and others, who are then classed as skilled labor; it means merely that a man is trained to do one thing intelligently and well—as a tradesman. The engineer stands in an essentially different relation to the work. He is the connecting link between the scientist and the skilled workman. He gives the theory and discovery of the scientist a practical and materially useful application, and passes it on to the trained mechanic to receive a definite and concrete embodiment. He is the constructor of ideas and not the builder of machines; he designs and superintends while the machinist forges the bar and rivets the plate. Necessarily he knows personally the use of the tool, but mainly that he may direct and superintend the other's handling of it. As much as the physician or the lawyer, the engineer is a professional man, and he requires a broad and liberal education. Manual training strives to teach a man how to make a living; but engineering education, like all other forms of education, strives to teach a man how to live. It seeks to make of him not only a contributor to the material welfare of his country, but a contributor to its political, social, and moral well-being.

The attaining of this ideal of engineering education has in the South been hitherto almost impossible, and even its approximation has been attended with great difficulties. The obstacles have been three-fold: First, the fathers of the present generation, growing up immediately after the Civil War, were themselves unable to secure the privileges and advantages of collegiate education. Despite this, they have won success in business. The result is a perfectly natural one. They do not understand the meaning and purpose of college work; they rate its usefulness solely by its ability to increase a man's earning power; they dismiss as worthless what they sneeringly term "culture studies." They find it difficult to sympathize with a training which is concerned only indirectly with wages and profits, and aims at nothing higher than to broaden, deepen, and sweeten a man's conception of life. Second, our high school preparation has been lamentably inefficient. Inadequate pay of teachers, poorly arranged curricula, and unwise and ignorant management have made our secondary schools the weakest part of our educational system. Behind all this, too, has lain the comparative poverty of the southern states and the indifference of school patrons. As illustrative of this weakness of the high school, two years ago the Georgia School of Technology wished to require an elementary knowledge of physics as a condition of entrance to the school. After a year's unsuccessful trial, the requirement was removed; except in a few of our city high schools, it was impossible to get this work done. Third, the limited means of the student has hastened his departure from school and entrance into the world of affairs; the tyranny of "those two old masters, Bread and Cheese," has made for these boys the making of a living a matter of primary importance.

These difficulties in the South will, however, eventually solve themselves, as they have done in the North, although the North and East have never labored under these drawbacks to the extent that the southern states have. In the technical schools of the north a large and increasing percentage of the students are college graduates and a majority have received an education in secondary schools that rank but little lower than our southern colleges. There are, furthermore, indications that the time is

not far distant when several of the leading northern engineering institutions will require a Bachelor's degree for entrance to their technological department, in the same manner as such a degree is already required in a number of the other professional schools of law and medicine. In short, engineering, or technical, education, should be complementary, not substitutive, in its nature; it is properly not a competitor of the classical college any more than are the other purely professional schools.

This truth is little understood in the South today, and it may be many years before this condition can be accomplished; but there is a growing realization among our southern people of the need of more and better knowledge of things industrial. In testimony of this fact, all of the southern commonwealths have established a state school for technical instruction. Moreover, these institutions, inadequately supported as most of them are, have already fully justified their being. A consideration of these schools brings us to the third and last division of the subject—the nature, or operation, of engineering education. For this consideration, I have selected a typical institution of this kind and the one with which I have an intimate knowledge—the Georgia School of Technology. The history, the struggles, the working, and the success of this school are in many ways representative of the experience of the other southern technical colleges.

The Georgia School of Technology was established and opened in 1888, but only after its establishment had once, in 1883, been defeated by the state legislature and had, in 1885, been made, in parts of the state, a campaign issue. Sixty-five thousand dollars was then appropriated for its building and equipment. So difficult was it for the state of Georgia to realize a great need.

During the first few years of its existence, the growth of the school was slow. Its equipment was inadequate; its support, insufficient; the legislature was indifferent and loth to provide for its needs; its importance and meaning was not generally understood; and the attendance was small. This state of things continued until the spring of 1896, when Lyman Hall, the professor of mathematics in the school, became, on the res-

ignation of the former president, first, chairman of the faculty, and then president.

The enterprise seemed at that time to be confronted with failure, and such might easily have been its fate except for the efforts of this devoted champion. The school then consisted of two brick buildings and two small wooden dormitories, having an attendance of fewer than one hundred students, and a corps of instructors numbering twelve, and offering a single course, that in mechanical engineering. The new president at once set about changing radically these conditions. His plea for larger and sorely needed appropriations was persistently brought before the state legislature, and, when he failed to secure what he needed from this source, he turned for assistance to wealthy philanthropists. In this latter endeavor he was unusually successful, and much of the present excellent equipment of the school is due to these gifts.

Besides two large comfortable dormitories, Dr. Hall saw added to the plant, during the nine years of his incumbency, a new and improved machinery building, including the machine shop, the wood shop, and the foundry; an entirely modern smith shop; an electrical building, which contains, in addition to the electrical laboratories, the drawing rooms and the laboratory for experimental engineering; a fully equipped textile building; and a large building devoted exclusively to chemical science.

He accomplished, moreover, as elaborate improvement in the interior equipment as in the buildings. Year by year, by gift or purchase, the most improved machinery was added to the several departments, until, before his death in 1905, he saw the Georgia School of Technology become one of the most completely furnished technical schools in America.

After the death of Dr. Hall in the summer of 1905, the presidency of the institution was conferred upon Dr. K. G. Matheson, who had for many years been closely associated with Dr. Hall and was then head of the department of English. Under the liberalizing policy of this new president, the school has continued its growth and expansion. During the short time Dr. Matheson has been in control of affairs, he has accomplished much. To his efforts alone may be accredited a handsome new

library building, a new athletic field, probably the most complete in the South, a new course in mining engineering, and—less obvious, though more important than all of this—a broader and more liberal spirit which animates the entire school.

Under the leadership of these two men, Drs. Hall and Matheson, there has been a marked growth in attendance, increase in teaching force, broadening of curriculum, and elevation of standard. The annual attendance has become nearly six hundred. The policy of the faculty, in order to secure the greatest possible efficiency in the class-room, is to limit the number of students reporting to an instructor at any time to from ten to twenty, according to the difficulty of the subject; and to meet this requirement, the number of instructors has been increased to forty. Moreover, besides the original course in mechanical engineering, extensive courses are now offered in electrical engineering, textile engineering, civil engineering, mining engineering, and engineering chemistry. Degrees are given in all these subjects. Finally, the standard of the school has been raised, until the diploma of the Georgia School of Technology is generally recognized as a testimonial of genuine excellence and efficiency. Such is the transformation that has been wrought in ten years.

In the prosecution of the above named courses, large emphasis is laid upon the practical side of engineering. By the time the student has completed his sophomore year, he has had an extensive experience in the wood shop, the foundry, and the blacksmith shop; he is a fair mechanical draughtsman; he has a working knowledge of field work in civil engineering; and has become reasonably familiar with the interior of the machine shop. At the opening of his junior year, he begins to devote more time to his special work; and passes more definitely into the chemical or electrical laboratories, the machinery hall, or the department of textiles. This last department is actually a complete cotton mill, where the cotton fiber is followed from the gin, through the card, the spinning frame, the designing room, and the dye vat, to the loom and the processes of finishing.

At the same time, however, the school recognizes that the engineer of today, in order to perform successfully and worthily

the duties of his life work, must be a man of broad thought and education as well as of trained skill; and, hence, besides these courses in the practical sciences and an exhaustive course in pure mathematics, it gives a comprehensive study in English subjects and in the modern languages.

The school, however, attempts, at the same time, to meet the needs of such boys as are unable for various reasons to undertake a full engineering course, and provides special short courses in textile and mechanical training.

Moreover, that this trained intellect may be housed in a sound body, stress is laid on physical training. All lower classmen are required to take a systematic course in physical culture in gymnasium under a capable director; and baseball, football, basket-ball, and track teams are given every encouragement, so long as these athletic sports do not interfere with the more important work of the class-room.

The government of the student body is made as liberal as is consistent with thoroughness; for the desire is to instil in the student principles of manliness and faithfulness to duty. The school seeks, in brief, to send out into the world men with a high conception of duty, with a willingness and capacity for sound work, with a broadened view of life, and, withal, with a knowledge and training which may fit them not only to earn a living but to live.

Already the school has made itself felt as an appreciable factor in the industrial life of the state. Its graduates are in constant demand, and are usually provided with positions before they receive their diplomas. The list of these graduates shows these young men to be uniformly well located, many of them occupying positions of large responsibility; it shows, too, that 91 per cent of these alumni are engaged in some branch of engineering work, thus indicating how effective an agency for preparing them for their life work this school has been.

I have thus given a typical example of the operation of engineering education in the South. Now, in closing, I wish to draw a short comparison to emphasize the reason we have for pride in our southern institutions and their work. For this purpose, I have chosen the engineering school of the University

of Pennsylvania, because it presents, in spite of the contrast, so many points of likeness.

The technical department of the University of Pennsylvania was established in 1872; the Georgia School of Technology in 1888. Hence, the former lacks just two years of being twice as old as the Georgia technical school. The Pennsylvania school has an enrollment of 547, employs 39 instructors, and during the last three years has graduated an average of 40 young men; the Georgia School of Technology has an enrollment of 544, employs 40 instructors, and during the same period has graduated an average of 37 young men. So far as the extent of the work being done by the two institutions, then, they present a striking parallelism. When we turn to a consideration of their resources, however, there appears a violent disparity.

The Pennsylvania school has practically no students who have not had a preparation equivalent to the sophomore or junior classes of our leading southern colleges, whereas the Georgia School of Technology receives a large majority of its matriculates from inadequately equipped rural public schools; the new engineering building at the University of Pennsylvania alone represents an investment of nearly one million dollars, whereas, the entire plant of the Georgia School of Technology is worth little more than five hundred thousand; the Pennsylvania school is supported by an annual income of about \$165,000, whereas, the income of the Georgia school amounts to hardly \$65,000. A similar difference in resources is apparent in comparison with the other great northern technical schools, as—selecting them at random—the Case School in Cleveland, with its annual income of \$120,000, the Armour Institute in Chicago, with its \$125,000, and the Massachusetts School of Technology in Boston, with its \$475,000.

And yet investigation would seem to show—though there is obtainable no definite data in this connection—that our southern trained lads receive positions as readily and fill them as efficiently as men sent out from these magnificently supported institutions of the North. There naturally arises the query, then, What might the devotion and effort of our southern educators not accomplish if they were given an equal opportunity with those of the wealthier North?

We have, in time past, heard much of southern thriftlessness and lack of initiative in industrial development. In the light of the truths announced above, it appears the time is at hand when this taunt will lose all point and meaning. The South is waking to its vast opportunities, its young men are being fitted to take advantage of these opportunities, and our schools of engineering are destined to become, as the years pass, a continually more important agency in preparing these young men for their high service in promoting the progress and development of the exhaustless resources of the South.

(Note—The writer wishes to acknowledge his indebtedness to Mr. R. H. Edmunds, editor of *The Manufacturers' Record*, and to Prof. L. S. Randolph, of the Virginia Polytechnic Institute, respectively, for statistics concerning southern industrial development and the supply of southern trained engineers in the South.)

PHYSICAL TRAINING AND ATHLETICS AS A FACTOR IN A CORRECT EDUCATION.

THEODORE TOEPEL, M. D., Atlanta, Ga.

Mr. President, Ladies and Gentlemen:

It affords me great pleasure to speak on a subject which concerns all of us. It is a question of the future development of our children, consequently that of the coming generation, and through it the development of the nation. The problem of the physical training of young people at present occupies the minds of the foremost authorities on pedagogy, sociology, medicine and hygiene. Never before in the history of the world has such a general awakening to the cause of a correct education taken place as at the present time. Conventions in cities and states and world congresses are being held to discuss the best means of improving in a rational way the physical condition of the people. Be it the prosperity of the country, or the commercial supremacy, this universal manifestation of interest is evident. A general appreciation of a harmonious education is felt in all walks of life.

This question of physical training and athletics as a factor

in a correct education has not been brought forward for the purpose of a scientific pastime, but by the actual necessity of experience. It is a question which will not remain within the domain of theoretical discussions and of less successful experimentation, but it is being solved, and its solution is bringing on a real reform in our educational system.

In the educational institutions of the future, physical training will be compulsory, until it becomes a firmly established habit with every member of the race to attain a harmonious physical development. Physical exercises early begun in life and continued during manhood and womanhood will unquestionably create such habits in man and woman as will guide them safely through life. The time if not very far off when every applicant for a teacher's position will have to submit to a physical examination, because health and vitality are the first requisites of a teacher, those physically weak and nervous being considered unfit persons to take charge of children.

The necessity of a more careful physical training in our schools is justified by the fact that a large proportion of our young men and women are weak and inert when they leave school; they are unfit to solve the problems which life enjoins upon them. They frequently show themselves incompetent to do the mental work required. The problems that await us in the domain of mental activity are becoming more complicated, and require more adequate strengthening of the body in order not to destroy the equilibrium between physical and mental powers and thereby paralyze the latter.

A serious warning comes to us in the spreading of nervous diseases in premature old age, and in the sad truth that our children cease much too early to be children, losing their vigor of body and soul, and their pleasure in childish entertainments. There is a precociousness which makes the strikingly short lived children appear natural. All symptoms intimate that we have deviated far from the ideal Juvenal—"mens sana in corpore sano" and also from what the sociologists have expressed in the words, "It is strong health upon which depends moral and intellectual equilibrium."

In order to follow the physical child properly, it will be

well to begin with the infant, observing the natural physical requirements in the progress of its development. Exercise is no less important in infancy than in the later child. An infant gets its exercise in the lusty cry which follows the cool sponge of the bath, in kicking its legs about, waving its arms, etc. By these means pulmonary expansion and muscular development are increased and the general nutrition promoted. Infants who are old enough to creep or stand usually take sufficient exercise unless they are restrained by a too watchful mother. At this age they should be allowed to do what they are eager to do.

Young children should as soon as possible be encouraged to play out doors. Let them run and jump and do whatever they like. Free play is the best for children at this time.

Most children are sent to school when too young. I wish we could have laws passed in the southern states making the age of admission to schools seven years. It is much better for children to be in the open air engaged in their healthful sports, breathing the pure air of heaven and playing their innocent harmless games than to be shut up in a school room, where even under the most favorable conditions the child is unnaturally restrained and cramped in position and movements. Children up to ten years of age should never be confined to a school room more than one hour at a time and children under fifteen years of age should never be confined longer than two hours consecutively. Then let them take exercise in the open air a few minutes, during which time the doors and windows of the room are thrown open so as to admit a full supply of fresh air. By this plan the languid appearance of most children at the close of school hours is avoided, and the health and vigor of the body retained.

With the children of primary grades exercises such as marching and free hand exercises, are used to secure a sense of discipline, to accustom the individual to obedience to authority; to acquire precision in movements which require instant action and sudden change of action. Games should form an essential part of physical training of the children in these grades, they should all be very gay and at the same time very orderly, they should be organized and each game should contri-

bute toward the development of the different senses. The play instinct of children should be aroused, the happiest child, all other things being equal, is the child that plays and such a child makes the best progress both physically and mentally. To acquire alert minds children must be alert and young children can be alert only as their play instinct can be aroused. Shut out these play instincts in a child and you stunt his growth. Neglect to draw them out and you lessen his possibilities for strength; for strength comes only from activity. As Wieland says, "Play is the first and only occupation of our childhood and remains the most agreeable one through our entire life."

In the upper grammar grades individual competitive athletic exercises should be introduced in form of group contests, never losing sight of the individual's harmonious development.

The exercises in high schools and colleges must aim at the establishment of confidence in one's ability; of courage and determination; of willingness to attempt what has been proven possible; to develop perception and judgment in physical matters with a knowledge of ability to do the thing indicated. With these, games are used which demand a control of the nerve and a grasp upon uncertain temper.

Athletics of today call for more than mere strength and swiftness. They demand also steadiness of nerve, quickness of apprehension, coolness, resourcefulness, self-knowledge, self-reliance, further still, they often demand of the contestant the ability to work with others, power of combination, readiness to subordinate individual impulses, selfish desires and even personal credit, to a common end. Such virtues act as safeguards morally and physically for young men and women. Athletic exercise gives them an outlet for their energies in the most earnest temptable and combative period of physical man-and-womanhood, it helps to send pure blood to the brain, it keeps the mind from introspection, it controls the heart in the period when youth is most sensitive and sentimental; and it promotes an all-round healthfulness.

But if athletics are ill managed and not properly supervised by experienced matured men they may become tremendously serious to boys' minds, they may become the breeding

places for drunkards and gamblers. For that reason they must be started right to avoid later evils. Teachers must show love and genuine interest in every contest that appears to their pupils. The athletics of our boys and girls are splendid tools to be used by us. All contests must be under supervision of the respective school faculties. No pupil should ever be allowed to represent his school or class in any athletic contest who has not complied with all the requirements of the school's standard of good scholarship. We must educate the pupils and the public that we encourage athletics for the reason of physical development and honors that are thereby won in intellectual and physical contests, but that we most earnestly condemn the tendencies of some bodies to conduct athletics for gain only, and that way injuring the purer motives of sport. Athletics must be conducted in such a manner that the weakest as well as the strongest will participate. At our athletic contests of the future the majority of attendants should consist of participants and not of spectators as is at present the case. And if we wish to make athletics popular among the boys of the grammar schools where inclinations and habits are formed, we must see that men take charge of the affairs which belong to boys. The danger of effemination of our boys which some of our leading educational authorities assert threatens our present system, would thus be eliminated.

In conclusion let me say that it remains with the teachers of the South to make its citizens strong physically and mentally. Where proper conditions for physical development exist correct mental development must naturally follow, the one being impossible without the other, both being inseparable in a harmonious education. Therefore let us strive to accomplish the following: Adequate hygienic architecture, ventilation and lighting of the schools, supervision and control over the health of the pupils: i. e., the development of a department of school physicians in larger schools in connection with the school itself, instructions in hygiene, in boarding schools a hygienic appropriate regimen; proper medical advice as to omission of certain studies, the establishment of permanent medical pedagogical institutions for nervous and delicate children who have remained backward in their development, laws that place the eligibility

of entrance of children to our public schools at seven years, the establishment of kindergartens for children from five to seven years of age. On the other hand, there should be an increase of leisure hours, and, if possible, by an entire suspension of afternoon or home lessons, the use of as many means as possible of strengthening the body; there should be systematic physical training, retaining the useful elements of military drill in the school, arrangements for athletic competition between classes and schools for honor only and under the supervision of the faculties, in cities and villages play grounds for games for the young and old; in summer, swimming, rowing, tennis, baseball, athletic and track events; in winter, cross country tramps and running, golf, dancing, foot-ball, school excursions, that may be combined with educational purposes, the establishment of a higher special school for physical training.

These with some variations are the factors of physical training and athletics in a correct education, which are being advocated in professional circles of different parts of the country. I think these reforms should especially apply to the common schools which constitute the future intelligent mass of the nation and should be emphasized with special regard to the education of girls, partly on account of the specific nature of the education of women; partly because the neglect of the physical education shows itself in the physical development of the future generation.

MANUAL TRAINING IN ITS PRACTICAL ASPECTS.

J. H. MORSE, Supervisor of Manual Training, Hamilton, Ohio.

If I should declare that pupils study arithmetic to become bankers, composition to become editors, reading to become public speakers, civics to become lawyers, and physiology to become physicians, my conception of the purpose of studying such subjects would be just as narrow as the judgment of those who oppose manual training on the ground that it is not the business of the public school to make carpenters and mechanics of the boys. Certainly a knowledge of arithmetic, composition, etc., is necessary for the bankers, editors, *et al.*, but such sub-

jects are pursued more for an educational than for a vocational purpose and the same is true of manual training. Although it is necessary for those who expect to become skilled laborers, it is made a part of the public school curriculum mainly because it affords a training along educational lines which other school subjects cannot give. In order, then, that we may view it in its practical aspect, we must consider these questions:

1. What is the end of education?
2. How and to what extent will manual training contribute to the consummation of the end?

After all that has been said and written, from antiquity to the present, relative to the aim of education, we must agree to the proposition that its dominant purpose should be the discovery and utilization of the manifold resources that exist in man and nature.

Now everyone who makes a careful investigation of manual training will find that it promotes the development of natural resources because:

1. It brings man into sympathy with nature;
2. It enables him thereby to discover her laws;
3. It gives him skill to apply those laws;
4. As the crowning climax of all, it encourages and creates industry.

One of the chief defects in the old system of education, of mere book learning, is that it necessarily makes life artificial, its tendency being to draw man away from nature, instead of leading him to her. Such a result is nothing but calamitous, by reason of its debilitating effect, for man, like the fabled Antaens of ancient mythology is powerful just so long as he keeps in close contact, in sympathetic touch with mother nature. Manual training fosters this indispensable sympathy by familiarizing man with nature's elements, tools, moods and phenomena. It brings him in direct actual contact with things and he sees in them possibilities of use and development never dreamed of before, for it widens his horizon, strengthens his vision and he beholds written everywhere, nature's maternal decree: "Over all's love, yet over all's law."

But manual training not only gives man a knowledge of the existence of natural laws, it also helps him to discover them.

A blind man could not have discovered the law of gravitation, nor could a man without hands have discovered and verified the law of machines. Nature's laws are discovered by experiment and the experimental method is impossible without the employment of the senses. As manual training is essentially sense training and as man's ability to know is dependent upon the acuteness of his sense perception, the value of the kind of training that develops the senses cannot be estimated.

Yet there is something of greater importance than to know and discover law—it is the ability to apply it, to turn it to practical purposes, and this is skill, no matter what direction it takes.

It would be like carrying coal to Newcastle for me to attempt to prove to intelligent people that manual training makes for skill. It is not out of order, though, for anyone to emphasize in every way possible, the importance of skill. Think of the marvelous riches that nature has locked up in her bosom which only man's skill can release, and you have a faint idea, at least, of the supreme necessity that calls for the training of our people in manual skill. For it is skill that creates industry, and industry is the crowning act in the development of nature, in fact, industry is but developed nature. By imbuing man with sympathy with nature, with ability to discover her laws, with the skill to apply those laws and the industry to found enterprises, manual training will indeed promote the development of natural resources.

But, you ask, how will this bring about the development of the greater resources that exist in man? I answer, by reason of the gratitude that has ever characterized nature's dealings with men. She is always on his side who sides with her. As Shakespeare teaches in his delineation of the character of Prospero in the *Tempest*, nature lends him hands who lends her eyes. Her elements, the air in Ariel, the earth in Caliban become instinct with his intelligent life, pliant to his rational will, the limbs and organs, as it were, to express his thoughts, to execute his desires, and hence all history teaches that nature does the most for those who do the most for her. Ancient Greece reached the highest state of intellectual and physical development by reason of the importance that her people at-

tached to industry. Of all the celebrated courts of Athens, the most renowned was that of the Areopagites. It made diligent inquiry into the manner of life of each Athenian, his income, his pursuit. Every citizen was required to follow some useful occupation, knowing that he was to give a public account thereof. If convicted of idleness, a mark of infamy was set upon him, or he was ejected from the city as being an unprofitable person. So much for the most cultured people of antiquity.

Today there is hardly a section of the civilized world from which Massachusetts does not receive tribute to some extent. Her soil is sterile, her climate cold and forbidding but her people are imbued with the spirit of the age, the development of natural resources, and what is the result? Are her people less cultured in consequence of such conditions? Every school boy knows that her people enjoy the best educational advantages of any in the union. It is a significant fact, worthy of record in this connection, that her most highly cultured citizens instead of viewing manual training with hostility are planning to increase its extent and efficiency. Perish, then, the thought that industrial ability makes for coarseness, instead of culture, for brutality instead of refinement. On the other hand, no one can truthfully say that the old system of classical training necessarily touched the heart and broadened the sympathies of man, for we know that the facts will not bear out the assertion.

Prof. James, himself a man of great culture, says that there is not a great public abuse in his section of the country today that does not owe its origin and existence to some graduate of Harvard or Yale. Yet to listen to certain apologists for the old education we would conclude that the classics always give culture, and industrial efficiency always makes for coarseness. The statement is not true and can never be for it is contrary to the law and spirit of nature who always does the most for his development who does most for hers. The welfare work done by the National Cash Register Co., at Dayton, Ohio, is an example of the real culture industrial efficiency affords. No university or public institution, not even the federal government, looks after the welfare of its own employees so closely, as does the head of the Cash Register Company. Yet about twenty

years ago the founder of the National Cash Register Company was a farmer, tilling the very soil on which his world renowned enterprise is located. Today he directs the destiny of the greatest institution of its kind in history. What transformed him, almost as if by magic, from a poor, unknown country lad into a wealthy distinguished citizen? Was it not his industrial efficiency and the broad generous sympathy he has ever manifested toward his employees? Around the wall of one of his largest buildings he caused to be placed these words which give the key to the success of John H. Patterson: "No person should do the work which a machine can do." Ours, then, is an age of broad human sympathy, in that the man is placed above the machine which is made to work for man. As it is also the age of machinery it calls for skill, and puts its seal of approval upon the man who can make a machine do the work of a man. On the other hand nature offers nothing but a life of hardship to him or them lacking in the skill and industrial ability necessary for her development.

A sad, startling and terrible confirmation of the truth of this statement is found in the statistics of our penal institutions which reveal the following facts:

"The majority of convicts are young men; the proportion of criminals with some intellectual education is now becoming very large; the proportion of criminals who are slightly acquainted with any trade at all still remains very small; the proportion of criminals engaged in their trade at the time of crime is smaller still." Consider well these facts. Bring yourself face to face with the awful conditions and the situation, no matter how you view it, is alarming. Now, if, as experience shows, manual training is reformatory, as well as educative, can we have too many schools with manual training in the course of study, and is there any ground whatever for fearing that too much importance is being given to industrial education?

Is it not a burning shame, a positive, absolute disgrace, a deplorable reflection on the efficiency of our educational system that a poor boy cannot learn a trade without breaking into the penitentiary? The sheer folly, the fearful economic waste, the criminal character of such a policy is reprehensible in the

extreme and nature will not allow those who tolerate such conditions to go unpunished. Her law is immutable, inexorable. "From them, unto whom much is given, much will be required." There is then only one solution to the problem. We must make our young people masters of the situation or nature will see to it that conditions will master them. Who then is sufficient for the coming age? Is it not the producer, the skilled workman? He who can make two ears of corn grow where only one grew before, who can take something of little or no value and make it an object of worth, who can devise a machine that will do the work of several men, who can transform a waste into a garden, an ignorant, unskilled boy into a cultured wealthy captain of industry. Verily, our resources are boundless, our opportunities are infinite, but they are waiting for the touch of the master hand. What that touch will reveal to the world's astonishing gaze, only the future can tell. But if I can read the signs of the times aright every mountain, valley, plain, and inhabitant will feel the throb and thrill of newly awakened life whenever and wherever the master workman shall come to claim the reward which beneficent nature has to bestow. Many of our resources, both those of nature and those of man, like the old Cremona that was hidden away in the dust of the auctioneer's shop, may not be attractive now, may seem of little or no value, not worth developing, but some day, and that as soon as industrial training has become a recognized feature of our public school curriculum, the artist workman, discerning their value, will dust the old instrument, readjust its strings and wring from it the entrancing melodies of industrial life.

DEPARTMENT OF NORMAL INSTRUCTION

President—President E. C. Branson, State Normal School, Athens, Ga.

Vice-President—Miss Elizabeth Maude Haley, Alabama Girls' Industrial School, Montevallo, Ala.

Secretary—Professor Charles E. Little, Peabody College for Teachers, Nashville, Tenn.

MINUTES.

December 28.

According to previous agreement of those on the program, the two meetings announced for this department were consolidated into one.

In the absence of President Branson and Professor Little, the meeting was called to order by the vice-president, Miss Elizabeth M. Haley, and President M. M. Parks, of the Georgia Normal and Industrial College was appointed secretary *pro tem*.

The general subject: "The Essential Aims of State Normal Training Schools," was treated from different points of view in papers by President M. C. Wilson, of the State Normal College, Florence, Alabama; President C. W. Doughty, of the State Normal School, Jacksonville, Alabama; President E. M. Shackelford, of the State Normal College, Troy, Alabama; and President J. L. Jarman, of the State Normal School, Farmville, Virginia; and in a brief address by President Julia S. Tutwiler, of the Alabama Normal College, Livingston, Alabama.

There was a large attendance and the formal program was followed by some general discussion of the subject.

The following officers were elected for the ensuing year:

President—President J. L. Jarman, State Normal School Farmville, Virginia.

Vice-President—Miss Elizabeth Maude Haley, Alabama Girls' Industrial School, Montevallo, Alabama.

Secretary—President O. A. Thaxton, Monroe Female College, Forsythe, Georgia.

THE ESSENTIAL AIMS OF STATE NORMAL TRAINING SCHOOLS.

PRESIDENT M. C. WILSON, State Normal College, Florence, Ala.

My opportunities for the observation of training schools has been limited almost to my own state of Alabama, and I enter this discussion, not in the attitude of a master, but rather in that of a learner, who recognizes that his standpoint is not a mountain-top, but only a little hill overlooking a rather narrow valley.

One must draw the distinction between the normal school as it must now be constituted under the exigency of present circumstances, and the normal school that should be planned for the future. To understand the one and to plan the other, we must look a moment into history.

In Alabama, as in many other states, the normal school was regarded as an exotic, and the soil into which it was transplanted was by no means a generous one. The plant was even characterized as a noxious weed and was in danger of being uprooted. If reports came from the outside that it was thriving in Europe and in some of our own states and that its fruit was good, the answer came that conditions were different in Alabama; that we did not want innovations in education. The teaching of pedagogy was ridiculed by people who could not pronounce the word; even scholars and teachers of ability were blind to results that had been worked out fifty years ago to the clearest demonstration. Under these circumstances it is not strange that only those students sought instruction in the normal school who could get it nowhere else; teaching hardly ranked as a profession; it was certainly not a profession promising advancement or even a competency.

Perhaps these drawbacks were not wholly unfortunate for the normal school. There was small temptation to follow the

fashion of the time and subordinate the useful to the ornamental. From the start, it was realized that the normal school was for the people and must be thoroughly democratic. The so-called accomplishments found no place in it.

It took up the task of education of the long-neglected people, and the students who entered it were young men and women crude, but clean in heart and clear in mind, accustomed to continued effort, and with moral fibre strengthened by the effort.

The normal school did not attract students whose only purpose was to get on in the world. There was no *éclat* in attending it. Was it not an innovation? Did it not dare to trample down our fine old traditions about education? So it drew its students from the people, and in time, it, too, has acquired a tradition of inestimable value, that associates it with economy of living, and with earnestness of purpose.

At this time the normal school is perhaps the most flourishing branch of education in Alabama. Its students are in earnest; strangers visiting the towns in which it is located are scarcely aware of its existence. Its students are not on the streets, they are not noisy or boisterous, they have no yells, no songs to make the night hideous; they know nothing of the vices, the exaggerations, the extravagances of college life. They are simply a band of earnest students—too serious perhaps for youth—but students who cannot fail to inspire a teacher. In its curriculum, the normal is on a par with the secondary school, with the added courses in psychology, methods, history of education, and one hour of practise-teaching daily for one or two years, under the supervision of a critic.

To my mind it will never be desirable to eliminate the academic studies from the course of the state normal school. If it had no courses in psychology or in the strictly professional studies it would still be widely different from the secondary school in the character and in the method of instruction. In the secondary school, the student's purpose is to help himself, to fit himself for college or for life; in the normal school he has besides this definite aim, the added one of helping others. Guard against it as you may, the high school student begins to choose for himself what branches he believes he will need

for his purposes, and study only these thoroughly; while the normal student realizing that he is to teach, does not seek to specialize his work, is more careful to make it all accurate and better digested. In the normal school there is a more intimate relation between instructor and pupil than in the high school and there is a higher set of ideals, if you please, because the student has chosen to devote his life to service. The normal school pays more attention to the correlation of studies, gives more time to general reading, and has for students mature people who have already selected their profession. The added study of professional subjects, and the practice in teaching classes give to the work a seriousness, a practical value, a sense of responsibility, far greater than is to be found in the secondary school.

The work of the normal school is therefore professional, from the lowest class to the highest. The instruction given in every class, though not one word may be said about methods, is made an important factor in the training of teachers. The method of questioning, the method of drawing out answers, the logical presentation of the subject, the insistence upon systematic work, cannot fail to impress the student-teacher, and cannot fail to be reflected in his work when he undertakes to teach. If he has further, some knowledge of psychology and school management, and puts his knowledge into use in the practise-school, he has some equipment for becoming an efficient teacher. The normal school is not then simply a high school subsidized by the state. It gives, and should give academic instruction of the same grade but of a different character from that of the high school, and it gives besides, both directly and indirectly, training in the art of teaching. Notwithstanding the obstacles that have been thrown in its way, notwithstanding the meagre support and indifferent sympathy accorded it, it has been by far the most potent factor in making possible a state system of instruction. But what it has done is scarcely a tithe of what it can accomplish when established on the proper basis of moral and material support. I do not recall that any state after establishing the training school has seen fit to discard it. As far as I know the normal school has

steadily grown in influence as the years of its trial have gone by.

To extend its usefulness, what policy of improvement should be pursued? In the first place the instructors in the normal school should be men and women of broad and accurate scholarship, gained by study in universities and by research. The power of scholarship is needed to make the teaching authoritative and to give that larger view that enables the teacher to select the essential parts of a subject which appeal to youth and awaken its attention; it is needed for its own sake, to beget a respect for scholarship; and it is needed to help in the creation of a distinct atmosphere for the young student-teacher. Independent search for truth, daily communion with some one of the immortals, looking beneath the surface of nature and extracting meanings hidden from the vulgar, thinking upon truth, purity, justice, and all things of good report, these employments lift the mind above frivolous, selfish, sordid things to a higher atmosphere where the vision is clearer and the sympathy keener. The normal school should stand up like some tall peak to catch the first light of truth that shines and diffuse it to the valley below. In this little community where every member is working in harmony with every other, where every one recognizes that dignity comes only with merit, where the most glorious act is an act of service, in this community of plain living and high thinking, of lofty ideals and lowly spirit, surely the young teacher must take in with his every breath the principles of good citizenship and right living. Surely he cannot fail to carry out with him the live spark to kindle into blaze these same principles in the minds of the young people he teaches. *The teacher is the essential factor in teacher-training.*

While the scholarship of the instructors of the normal school should be equal to that of university professors, the course of study should be restricted to such limits as to secure the utmost accuracy, clearness, and firmness of grasp. It is much too often the case that the young student leaves off the study of a subject with some such conception of it as one would get of a landscape viewed from a great distance, or from an examination of a microscopic slide through dusty lenses. The power to impart instruction is in direct proportion to the clearness of

one's conception. The student-teacher must have time to find out the inner meanings of things and to trace out their relation to other things. If we apply Huxley's standard, viz: a man knows a thing when if you awake him in the middle of the night and ask him about it, he can give a clear, logical and correct answer—then the young student-teacher should not have too many things to master. The desire of some training schools to get into the rank of colleges too often results in making a curriculum whose length is wholly incompatible with accuracy of conception. What I am saying so imperfectly, Ruskin has expressed most clearly, when he says: "You might read all the books in the British Museum (if you could live long enough) and remain an utterly illiterate, uneducated person; but if you read ten pages in a good book, letter by letter, that is to say, with real accuracy—you are forevermore in some measure an educated person."

This brings us to another essential aim of the normal school, the promotion of real culture. Does this mean the providing of libraries, the formation of clubs for discussing books and magazines, or for debating current questions? These may be, and are, means of culture though many people having these facilities get little culture. The normal school should furnish these means and then see to it that the student realizes that culture comes only from personal effort—that he must learn to dig out the meanings of books, to love the quest for hidden truth. I believe that the greatest defect of the normal school of today lies in lack of effort in this direction. The young teacher goes out with little or no culture; his work has all looked toward preparation for examinations; possibly in his whole life he has never for one day abandoned himself to the study of a subject just for pure love of the subject itself. He goes out with stereotyped knowledge, and his work is too often dull and dead. By all means the state normal school should send out the young teacher with an insight, at least, into the meaning of real culture and a realization to some degree of the joy and the life it may be made to bring to his labors.

The normal school is established by the state for the sole purpose of training teachers for her schools. It stands to the state somewhat in the relation that the main office of a large

business stands to the business itself. It is the centre from which emanates the policy to be pursued. Its officers are conversant with every detail of the business and it devolves upon them to provide competent and trust-worthy agents to carry out the policy in its every branch. Something like this the state expects its normal school to do in the business of education. Its officers should have an intimate acquaintance with the conditions, the needs, and the possibilities of the public schools. It should originate measures for the betterment of public education, and it should aid, with all its force, every agency that tends to the good of schools. If the normal school is properly discharging this duty, it is the most profitable educational investment a state can make. It is the sane director of policies—picking out the sound from the unsound. The normal school should, above all things, provide the public schools of the state with teachers of character. The state demands and expects that her system of education shall produce good citizens—not money-makers, not scholars, but men and women who have learned to lead honorable lives, to respect the laws, to love the beautiful and to hate the vile. This is the task of the public school teacher, and the state expects the normal school to provide the teacher equal to the task.

THE ESSENTIAL AIMS OF STATE NORMAL TRAINING SCHOOLS.

PRESIDENT C. W. DAUGETTE, State Normal School, Jacksonville, Fla.

No discussion of this subject in the time allotted will serve to answer a question which an experience of over two hundred years of normal school history and of six thousand years of human civilization has failed to this good time to settle. The merest inquiry will develop the fact that no two normal schools in the old world and no two normal schools in the United States have the same entrance requirements or the same requirements for graduation. This would seem to indicate that the aims of normal schools are not at all identical, and in some respects this is true, but a closer study of the question will

show that there is running through them all a more or less common aim, and there is more difference in the attainment of the aim, than in the aim itself.

There are certain essentials upon which all normal schools agree. In order to find out what normal schools should do, it is necessary to look at the demands made upon them, to go to that which called forth their existence, when civilization had advanced to the point where it called for trained teachers and schools were established to fulfill this function. Now as the needs of the teacher called forth the school, to see what the schools should do, we should inquire what is demanded of the teacher.

If we can determine the character of the teacher wanted, then it is a very easy matter to show that the aim of the normal school is to prepare this ideal teacher. All will agree, people generally, and all normal schools that (1), the teacher must be a true man or woman; (2), he must know his subject and more; (3), he must have professional training; and (4), he must possess skill in teaching.

As to the first proposition, the teacher must be a man or woman of the highest character. This requirement is too often lost sight of. I believe it is the most important of all. In this, teaching differs from no other profession. Character is the bedrock upon which every professional life is built. But it applies here if anything, more strongly than anywhere else. The teacher of little children should be a good man or woman. The highest object of teaching is not to give knowledge, but to develop character. The teacher cannot teach more than he is himself. Children will not do as he says do, but will do as he does. The teacher's personality and his character are closely interwoven. The honest, truthful teacher whose motives are known to be good, can do much to overcome the absence of a pleasing personality. The fact is, education is not all books; on the contrary, I might say that books have very little to do with one's education while he is in school, but his teacher has a great deal to do with it. What we need is more Mark Hopkinses and more Thomas Arnolds whose inspiration was the guiding star of many a life. Indeed, we need subjects taught, there are certain bodies of knowledge that must be learned, but

the teacher's character and personality have a great deal to do with the securing of a true conception of the studies and of their ultimate relation to life. It is a great mistake to teach arithmetic as an end or to teach grammar as an end. These should be taught merely as a means to an end, and that end is to fit the student for living a happy and worthy life. If this is lost sight of, there is no true teaching of these subjects. President R. I. Kelly of Indiana, says: "We have yet to devise some method of teaching arithmetic to all the people so that no group of sharks shall be able to steal the people's money, as officers of our life insurance companies do. We should be able to teach United States history to all the people so that no man of the standing of John W. Kern shall be able to assert that in our state, 'In every county votes are bought like cattle at every election and the number to be bought is increasing every year.' We should be able to teach chemistry to all the people so that our boys will remain on the farms, and our girls in the kitchens, if duty calls them there, with the full appreciation that the farms and the kitchens are veritable ganglia of our social organism. We should be able to teach civics to all the people so that our national and state and municipal life shall not be deeply tainted with the stain of pollution." In other words, President Kelly thinks that subjects have been taught as ends rather than as means contributing to a rounded character which asserts itself in activity, in sustaining and practicing the right and in condemning the wrong. We need teachers who teach the spiritual side of the child's life; who endeavor to fill his soul with noble thoughts, who teach him to love the good, the true, and the beautiful; who teach him the enthronement of conscience as a guide to his conduct; who teach him the nobility of service, and the sublimity of duty; who teach him to regulate his life by honesty, truthfulness and virtue, and who teach him that this is infinitely more important than any textbook knowledge he can secure. We need teachers who realize that the subjects of the common schools are taught for the purpose of making the child a good and useful citizen of the state. We need teachers who will set an example of right and large living which may be followed by their pupils, who will not say, "Go, and do in this wise," but "Come, let us do." We need

teachers who will teach their pupils to fear nothing that the world can do and to be slaves to nothing that the world can offer. Indeed, we want teachers of children rather than subjects, who teach for eternity rather than the moment; who hear more than is spoken, and who observe more than is seen; whose insight pierces the innermost nature of the child and who perceive the permanent rather than the temporary effect upon his character.

The second demand upon the teacher is that he know his subject. This is indeed an essential. One cannot teach what he does not know. The question for the normal schools is, How shall this standard of scholarship be attained? Shall entrance requirements be made so high that he must have all necessary academic acquirements before he enters, or shall the normal schools undertake to give these? This has been, up to the present time, an unsettled question. There are no normal schools in the south which do not give academic training, and there are very few in the north.

We cannot regard methods as an external attachment to knowledge which must be added after one has secured the necessary knowledge for teaching. Experience seems to prove that one can best secure methods as he learns subjects. We teach as we are taught, not as we are told how to teach in the normal schools, however, the point of view for the student should be not the learning of the subject alone, but the learning of it with great thoroughness for the purpose of teaching it and in its relation to all the other subjects of the school curriculum, thus securing for himself a much broader, more comprehensive view. If normal schools in the South waited for prospective teachers to come to them who had all necessary academical preparation, they would as well close up shop at once. It is a doubtful question whether any school should undertake to give professional training only, exclusive of academic training, and under the present conditions in the United States it is hardly practicable for any of them to do it. Graduates of normal schools are criticised more upon this line than upon any other—lack of scholarship—and it is one of the phases of normal school work which must receive greatest attention, for shallow scholarship gives rise to narrowness and provincialism, but the work of state nor-

mal schools can not go much in advance of public sentiment, and as long as the people do not call for specific training on the part of all teachers, higher and secondary as well as elementary, just so long will the normal schools be unable to raise their standards of academic requirements. Indeed, normal schools reflect the condition of education generally in their respective states. If the people demand high qualifications for their teachers, the normal schools meet these demands. If very few qualifications are required, the academic and professional standard of the normal schools will be low, for their work is directly with teachers and for teachers. As the need for deeper scholarship on the part of all teachers makes itself felt and as truer ideals of education come to be held by the people these schools will strengthen their faculties and raise their standards—there is an unmistakable movement in this direction now.

Third, granting that the teacher is a person of good character and has all academic requirements, it is necessary for him to know how to teach. In order to do this he must know the child's mind, the stages of growth and development and the effect that certain activities will have upon the growing mind, and he must know how to produce these activities; in other words, he must know at least simple psychology, or as it is popularly called, human nature, and he must know this as applied to education. He must be a master of general method. Specific methods will be shown in his personality. Methods are all right if used by one who understands the principles which originated them, but it must be admitted that the normal schools have turned out too many peddlers of methods and devices in the past who did not have a clear idea of the principles involved. In order to know how to manage a school, he should have a thorough course in school management. In order to organize it, and to make out a course of study, he should be familiar with theory and practice of teaching, pedagogy, and the history of education. In other words, he must have thorough professional training, but professional training is not culture, and a teacher who is trained but not educated is but a poor substitute for a real teacher. There is a science of education and an art. The science is not perfected but neither is

medicine nor law. It is growing, it is progressing, discoveries are made, new facts are established, old theories are discarded in the light of newer developments. The profession of teaching is not analagous to that of medicine, law or theology, for the reason that in these a man must secure bodies of knowledge which are not obtainable during his literary education, while in the profession of teaching, the very best way to learn to teach a subject is in the learning of the subject itself, taught in the very best manner.

Fourth, the teacher must be skilled in his work. He must not only be a person of character, who has all necessary academic and professional preparation, but he must be skillful in teaching; indeed, he must be an artist rather than an artisan. It is much easier to know things than to do things. Skill in teaching is the net result of all that is done to prepare one for teaching, and this represents the success of the efforts that have been put forth in this direction. The teacher's power is not revealed by his knowledge of academic subjects, nor by his professional knowledge, but is shown in his good sense in dealing with all questions before him, in his sympathy and interest, in his large interpretation of things and in his appreciation of life. Skill is something that can not be taught and comes as a result of character and experience. It is the avenue through which one's character, knowledge, and professional attainments make themselves felt and known, and without which they will count for very little.

This, then, is the sort of teacher we want—that he be of good character, have all necessary academic and professional preparation, and that he be an artist in his work. This is what the normal schools are called upon to furnish. All agree that these are essential qualifications.

The greatest difference in the normal schools is that they have different methods of producing this result. "The normal schools are exponents of a great profession." In addition to turning out ideal teachers, they have still other work to perform. The educational world is full of theorists and of reformers. It is the duty of normal schools to scrutinize educational theories, curriculums, plans, methods, and practices, and to criticise them with vigor, or approve them with use; to retain that

which is good, and to condemn that which is bad; to test the theories that are advanced, to experiment, and thus contribute to the sum total of the world's knowledge upon educational principles and affairs. It is their duty to see that subjects are taught with their true significance, and in their true relations, not as ends but as means. The normal schools should always preserve a sane balance, yet it is their duty to lead, to test and to instruct. It is their privilege and duty to translate theory into practice, to reject faulty propositions, and to put the seal of approval upon worthy ones. To do this it is necessary that every normal school have a practice school. This is the surest place to kill unworthy fads and to exemplify true but unaccepted theories. The highest duty of the normal schools is to turn out men and women of good common sense, level-headed people, who are not swept away from the fundamental principles of education by the numberless theories of cranky minds, and yet who are not too conservative to adopt the good that they see in anything advanced for the improvement of education. It should be the essential aim of the normal schools to turn out men and women, prepared to teach, but first prepared themselves to live—men and women who are trained to conditions so that they can adapt themselves to circumstances, and thus teach not only the children in their school room, but the entire community.

THE ESSENTIAL AIMS OF A STATE NORMAL SCHOOL.

PRESIDENT E. M. SHACKLEFORD, State Normal College, Troy, Alabama.

The essential aim of a state normal school is to prepare a competent teaching force for the schools maintained at public expense. Its existence is justified by the existence of a public school system, which is itself justified by the right of the state to protect its interests and promote its welfare through the education of its citizens. It is true that a large part of the state's teaching force was not educated in normal schools. So much the worse for those who are without the benefits of professional training, without which teaching must continue to be a trade rather than a profession. Besides, if these teachers should choose other fields of labor, as they have a right to do and as they probably will do, whenever the inducements are sufficient,

the state would be without teachers for its schools were it not for its own teacher nurseries. I do not mean to say that all, or even a majority, of southern teachers are the product of normal schools or that none of them desert the profession. For, alas! neither statement is anything like true; but I contend that the existence of state normal schools guarantees a splendid nucleus of professional teachers who are bound to the state's service by ties of law and love. It is reasonable that those who have been educated at the state's expense and have been led by the normal schools to appreciate the dignity and importance of the profession of teaching will be more likely to remain in the state's service than those not so educated, especially since all such are bound by law to teach for a term of years or refund the amount the state has paid for their education.

I presume the foregoing statements will be granted without controversy; but there are several other points involved in a discussion of the subject which cannot be so easily disposed of. For instance, it is stated that 85 per cent of the state's schools are elementary. Now, should the normal schools confine themselves to the preparation of teachers for these elementary schools, or should they provide teachers for the secondary schools also? In either case, how much preparation should be required? Should there be any difference in the work required of teachers for elementary and secondary schools? How much academic work should be attempted by the normal schools? What academic attainments should be required for admission to their classes? If wide scholarship be required, where should it be given? These, and many other questions are yet to be satisfactorily answered; but it would be the merest folly to attempt a full discussion of any of them in a twenty-minute paper. I, therefore, content myself with submitting a few remarks upon the phases of the problem which strike me as being most important.

In the first place, I believe the state normal schools should prepare teachers for every grade of public school work, including both primary and secondary education. I believe this, first, because I think the primary teacher needs as much education as the high school teacher; secondly, because, for some time to come, the best prepared teachers are going to drift naturally into city graded schools and village high schools, where the best

talent is demanded and the best salaries are paid; and, thirdly, because I think it would be an educational crime to "surrender to the untrained, unskilled, high-strung, unsympathetic university (or college) graduate our public school children in the critical age of adolescence, when boys and girls are passing through the most uncertain stage of existence, the period of storm and stress, * * * when they most need the kindly directing care of teachers capable of deep personal interest, with enlarged sympathies and the utmost sanity in utilizing all agencies which may help to guide aright the varying energies of exuberant young life." It seems to be a pretty generally accepted fact in educational work that reforms begin at the top and work their way downwards. But there are exceptions to the rule, for, as President Kirk, of Missouri, has said, "The worst teaching to be found in America is in our universities," and this is not strange, since university professors are investigators rather than instructors.

If my position in this matter is well taken, the courses of study in our state normal schools, at least for the present, must be strong enough to prepare our students for principalships of high schools and superintendencies of city graded schools. If follows, as a consequence, that they will then prepare for all subordinate positions. But how much preparation is necessary for successful work in secondary schools? Upon this question there is much difference of opinion. Writers are agreed that the three essential qualifications of a teacher are scholarship, a knowledge of the science of education, and method; but they are divided into two distinct schools upon the relative value of these. One school attaches supreme importance to scholarship, giving method third place in the classification; while the other school reverses the order, giving method first and scholarship third place.

In support of the first contention, I quote the following authorities:

"One should know considerably more than he expects to teach; his grade of scholarship should be considerably higher than that of his pupils."—*Payne*.

"If either factor (*scholarship* or *method*) must be slighted, which one shall it be? * * * Both theory and experience declare for superior scholarship."—*Hinsdale*.

"Without discriminating scholarship, the teacher is unfit to teach at all. This necessitates broad and strong academic courses in our normal schools. * * * The normal schools must have training in subject matter equal to training in subject matter in the college."—*Dearmont*.

"The South needs men and women with well-rounded development, teachers with initiative who can go into city and country and lift the people to a higher plane of living."—*Russell*.

"I believe that the widest culture is best for the teacher. I will say it is absolutely essential."—*Sheldon*.

Now, if every teacher should know vastly more than he proposes to teach, if he must have "discriminating scholarship," if he must be "well-rounded" and possess "initiative," if he must possess the "widest culture," if his work is a continuation of what goes before it, and a preparation for what follows it, if he should have a great reserve upon which he can draw in emergencies, it seems to me that the normal schools should have an academic course of college grade.

The chief advocates of the second contention are Pestalozzi and Jacotot, the latter actually contending that "one can teach what he does not know." To such thinkers, of course, method is everything. I can conceive how a mere suggestion, if carried to its logical conclusion by an intelligent student, might result in his gaining greater knowledge of a subject than that possessed by the "suggester;" but to adopt the principle as a rule would be, to my mind, ridiculously absurd.

The type of school favored by the first class would magnify academic work and minimize method; the second would magnify method and minimize scholarship. Both give the science of education the intermediate place. Doctor John W. Cook in accounting for the development of these opposing types uses this language: "For many years the normal schools were attacked for what was called their academic work. Naturally they endeavored to free themselves from the odium of being simply academies when they desired to be considered professional schools. No sooner, however, did they attempt to become professional than they were attacked from another side. It was then declared that the great lack of the normal school was anything approaching genuine scholarship. * * * Those of us who are engaged in the professional education of teachers believe most thoroughly that a large part of our professional

work lies entirely on the side of the subject-matter of instruction."

Between the two types, it should not require much effort to choose. Every condition in the South demands the type which places the emphasis upon scholarship. In fact, if I had to choose between a teacher with scholarship and no professional training and one with professional training without scholarship, I should unhesitatingly choose the former, and depend upon his scholarship to devise means for imparting itself to the students. We should never forget Garfield's definition of a university—"a Mark Hopkins on one end of a log and an impressionable boy on the other." Doctor Payne thinks only that teacher successful who becomes so completely charged with the spirit of education,—i. e., broad, deep scholarship, and love for the true and beautiful—that he imparts his spirit to his students as naturally as the magnet imparts its force to the iron that is brought into contact with it. Says he, "Is there a truer conception of teaching than that it is a process of induction, a process by which plastic spirit is molded and fashioned by a master spirit richly endowed with the finer qualities of mind and heart?" Mr. Hervey says, "Better the old subjects taught in the old way by unskilled teachers, than the new subjects taught in the new way by those who have received no adequate professional training." Surely here as nowhere else applies the well known line of Pope:

"A little learning is a dangerous thing."

The only point remaining for discussion is the proper place for giving the scholastic training to which so much importance is attached, and here I must part company with Doctor Payne, who holds that this kind of work should be done by the colleges and universities. He goes a step further and contends that the very nature of the work done in normal schools is incompatible with scholarship in its broadest and truest sense. Hear what he says: "A graduate of a New England seminary, or of a New England college, with no other knowledge of method than he may have imbibed from his own scholastic training, is more likely to become a living power in the school room than one who has pursued a secondary course of instruction while pre-occupied with the study of method." Again, "A study pursued with

direct reference to practical ends loses a considerable portion of its culture value;" and because of this fact, he and other prominent writers think the bulk of scholastic training should be delegated to the academies, colleges and universities. It is a fact worthy of note that nearly all who advocate this view are professors of pedagogy in colleges and universities.

Against these are arrayed a veritable army of normal school presidents and teachers and public school superintendents. Listen to the testimony of some of the most noted ones:

DR. CHARLES DEGARMO: "The Normal School must be constantly dealing with the mathematical, natural, and humanitarian branches of knowledge."

DR. ROUNDS, *New Hampshire*: "From an early period in their normal course the professional spirit should be made to permeate the so-called academic study."

PROFESSOR DAVID E. SMITH, *Teachers' College, New York*: "The teacher's knowledge of a subject differs from that of the scholar in that he must appreciate, much more clearly than the latter, the relation of fact to fact outside of the narrow groove." Again, "It is impossible wholly to divorce professional from academic courses."

DR. JOHN W. COOK, *Illinois*: "I believe that the quality of the teaching in the secondary schools and in the higher institutions can be immensely improved by a frank abandonment of the unfortunate attitude held by so many respecting an art of teaching, and by a careful study of what has been learned in the field of method."

DR. FRANK M. MCMURRY, *Teachers' College, New York*: "The scholar is interested in fact as fact, while the teacher is interested in fact as related to life, as bearing on human interest."

PRESIDENT JAMES M. GREEN, *Trenton, N. J.*: "One who is to teach must know thoroughly the subject-matter he is to teach. He must know also the relations of the subject-matter to that which immediately precedes it and that which immediately follows it."

The true import of all these statements is that there is a pedagogic side to every subject, and that the subject itself should be taught in schools where the pedagogic side is presented. I think the correct course for us in the South, at least, is to teach academic and professional studies both in our normal schools, remembering that we must add to the culture value of the subjects, as given in ordinary academies and colleges, the ability to use that culture as a means in the education of others. Professor Henry Williams, of Ohio University,

pointedly says: "We must give our teachers a broad, thorough and scientific training in the subjects they are required to teach, and then we must clarify, simplify, and unify that knowledge by reinforcing it with instruction and training in the purely pedagogical phases of the subjects taught and the underlying principles governing the teaching process;" but if he means that this "scientific training" is to be given separate and distinct from "the purely pedagogic phases," I reply that conditions in the South do not warrant the separation. Our students cannot afford the expense of two courses, and if they could, its advisability is very doubtful. Separation with us would result in the teachers' going into their work without adequate preparation. They would either enter the normals and get methods without proper scholarship, or they would enter academies and get no methods, and in either case their efforts would fall short of what they should accomplish.

In conclusion, I think the following deductions are warranted from the premises:

1. A state normal school should aim to prepare competent teachers for every grade of public school work.
2. In order to do that, its course of study should be equal, at least, to that of our ordinary colleges.
3. Its scholastic work should be emphasized, but not to the point of excluding method which legitimately grows out of the science of education.
4. The normal school is the proper place to give scholastic training to teachers in the South.

DEPARTMENT OF LIBRARIES

SECRETARY'S MINUTES.

In response to announcement made by Dr. John W. Abercrombie, president of the Southern Educational Association, and immediately following the final adjournment of the last general session of the Association, on Saturday, December 29, 1906, at 1 o'clock, p. m., about fifty members and friends came together for the purpose of formally organizing the newly authorized Department of Libraries.

The department was authorized by the following resolution, unanimously adopted under a suspension of the rules, after the presentation of a memorial, with accompanying papers, from the Tennessee Library Association (see hereinafter for copy), viz.:

"Resolved, That the formation of an additional department of the Southern Educational Association be and the same is hereby authorized, to be known as the Department of Libraries, to have for its object the promotion of libraries and library work, with special reference to their relation to schools and educational effort, such department to be organized and conducted as other departments of the association, and under such rules as it may adopt, not inconsistent with the constitution thereof."

Dr. Thomas M. Owen, director of the Alabama State Department of Archives and History, Montgomery, presided. On taking the gavel Dr. Owen said that he felt honored in being permitted to preside at the initial meeting of the new department, and that he regarded the movement for the promotion of school library interests as of the very greatest importance to the general cause of education.

Miss Nimmo Greene, principal of the Capitol Hill School, Montgomery, Ala., was named as temporary secretary.

Prof. J. B. Cunningham, principal of the high school, Birmingham, Ala., and the newly elected secretary of the S. E. A., submitted formal resolutions for the organization of the department, which were read and unanimously adopted, as follows:

"Resolved, That a permanent Department of Libraries of the South-

ern Educational Association be and is hereby formed for the purpose of promoting interest in libraries and library work, with special reference to their relation to schools and educational effort.

"Resolved, Further, that a president, vice-president and a secretary of said department be elected for the term of one year, or until the next annual meeting of the association, such officers to be regularly elected at each annual meeting thereafter; and that said named officers shall constitute an executive committee to which shall be entrusted the promotion of the objects of the department.

"Resolved, Further, that said department hold a regular meeting each year, during the annual meeting of the Southern Educational Association, to consist of as many sessions as may be deemed desirable by the Executive Committee; that the Executive Committee prepare a program for such meetings; and that a careful minute or record of the proceedings be kept and published in the journal of the association."

Dr. Clarence J. Owens, president of the Third District Agricultural School, Abbeville, Ala., moved the appointment of a committee of three, for the purpose of nominating officers of the department in accordance with this resolution. The motion was seconded and adopted. The following committee was announced, and the members at once retired for the performance of their duties: Dr. Clarence J. Owens, Mr. R. J. Tighe, of Asheville, N. C., and Dr. H. R. McIlwaine of Hampden-Sidney College, Farmville, Va.

The chairman announced that he thought it would be a good plan for the paper of Mr. G. H. Baskette, and his own remarks during the morning session of the association, to be printed as a part of the proceedings of this meeting of the department, rather than as a part of the general proceedings, in order that five hundred separates of the minutes, and the papers together, could be printed as a campaign document, for the purpose of strengthening and arousing interest in the association and the department. The suggestion, on motion, was unanimously adopted and the secretary of the association asked to comply with the request. (These papers are to be found in full hereinafter.)

The committee, through Dr. Owens, its chairman, reported the following nominations:

President—Mr. G. H. Baskette, Nashville, Tenn.

Vice-President—Prof. Joseph S. Stewart, Athens, Ga.

Secretary—Miss Nimmo Greene, Montgomery, Ala.

The report of the committee was adopted, and the names of the persons nominated were declared duly elected to their respective positions for the ensuing year.

Mr. Baskette was asked to come to the chair, but he begged to be excused, and requested Dr. Owen to continue as the presiding officer for the remainder of the session.

The chairman suggested the wisdom of having the department enrolled as a member of the American Library Association. There was ready and unanimous concurrence in the suggestion and it was so ordered.

Attention was called to a news item in the morning paper, *The Montgomery Advertiser*, in which mention was made of the purpose of the Alabama Educational Association to ask the coming session of the state legislature for assistance in the establishment of rural school libraries. In aid of the movement the following resolution was, after discussion, unanimously adopted:

"Resolved, That the Department of Libraries of the Southern Educational Association place itself on record as most earnestly favoring all progressive library legislation, and particularly such legislation as has for its primary purpose the establishment and support of libraries for rural schools."

After co-operation in the development and aspirations of the new department had been strongly urged by the chairman and others, the meeting stood adjourned.

NIMMO GREENE, Secretary.

MEMORIAL OF THE TENNESSEE LIBRARY ASSOCIATION AND ACCOMPANYING PAPERS.

To the Southern Educational Association:

Your memorialist, the Tennessee Library Association, through the undersigned, duly appointed a committee for that purpose, respectfully suggests and urges the wisdom and value of the formation of a new and separate department of your association, to be known as the Department of Libraries, to be charged with the promotion of libraries in their relation to the educational interests of the country. Appended hereto and as

a part hereof, will be found an "Address and Appeal," which has had wide circulation, and which contains a history of the movement of which this memorial is the culmination, together with a full discussion of the reasons in support thereof.

It is felt that such action on your part would be not only an evidence of progress, but is necessary to the development of the several activities demanding attention by your association. It is further represented that the creation of the proposed department would correlate with the educational forces a large part of the library forces of the South, from which the Southern Educational Association would be materially strengthened.

Should affirmative action be taken on this memorial the undersigned pledge their best efforts toward the development of the work and activities of the Southern Educational Association and of its new department, etc., etc.

Respectfully submitted,

G. H. BASKETTE,
MARY HANNAH JOHNSON,
MARY R. SKEFFINGTON,
EDWIN WILEY,
P. A. LYON,

Committee.

PAPERS APPENDED TO MEMORIAL.

A PROPOSED DEPARTMENT OF LIBRARIES, ETC.

To the Southern Library Interests and Library Workers :

The Southern Educational Association, at its annual meeting in Nashville in 1905, adopted a resolution recognizing the public library as an important factor in education and recommending library organization in the South, and the practical co-operation of libraries with schools in the South. In consonance with this idea, which had previously been advanced from the library standpoint, the Tennessee Library Association, at its annual meeting held in Nashville, January 17-19, 1906, unanimously adopted resolutions favoring an organization of southern librarians for the promotion of a public appreciation of the educational function and value of the library, in departmental connection with the Southern Educational Association, and appointed a committee composed of G. H. Baskette, President of the Tennessee Library Association; Miss Mary Hannah Johnson, Librarian of the Carnegie Library of Nashville; Miss

Mary R. Skeffington, State Librarian of Tennessee; Prof. Edwin Wiley, of Vanderbilt University; and Superintendent of Schools P. A. Lyon of Murfreesboro, a committee to arrange with the Southern Educational Association for carrying out the purpose indicated.

After correspondence with President Abercrombie and Secretary Tighe of the Southern Educational Association, those officials have provided in the program of the annual meeting of that association, to be held in Montgomery, Ala., December 27-29, 1906, for a paper on "Libraries and Schools," to be read by Mr. Baskette, and for the consideration and consummation of the proposed library department. This course we believe cannot fail in proving advantageous in the promotion of the educational movement in our section with the library as a recognized helpful and increasingly appreciated factor. The National Educational Association has for some years had such a department in successful operation.

A like department in connection with the Southern Educational Association is designed to be and gives promise of being especially effective in promoting a much needed library development in the South, which is far behind other parts of our country in this respect. The movement is intended to enlist more active and practical interest among the educators of the South in libraries and by this association with the thought and methods of the schools to emphasize the value and importance of the library in educational advancement, and the fact that the librarian and the schoolman go hand in hand in a beneficent work.

You are therefore requested to unite in this movement—which in no sense will affect or disturb state, national or other library organizations and their relations—and if possible, to attend the library meeting at Montgomery on December 29. Your presence and counsel will be greatly appreciated, but if it be impossible for you to go to Montgomery you are asked to signify your approval of the movement, or send your proxy to be used in the organization of this department of the Southern Educational Association.

Very respectfully,

G. H. BASKETTE,
MARY HANNAH JOHNSON,
MARY R. SKEFFINGTON,
EDWIN WILEY,
P. A. LYON,

Committee.

Nashville, Tenn., Nov. 26, 1906.

TENNESSEE LIBRARY ASSOCIATION.

Nashville, Tenn., December 1, 1906.

Dear Madam: The enclosed circular is sent you with the hope that the object it presents will have your approval and support. The movement has been projected solely for the public good that may be accom-

plished. The systematic co-operation of the public library with the schools in Nashville has proved an unqualified success, and the extension of this idea in all communities of the South, together with the emphasis of the state library as an educational force and influence, and the close and sympathetic association of all library agencies with the general cause of education, cannot fail to be productive of good. This departmental plan, the necessary papers for which will be prepared by Dr. Thomas M. Owen, Director of the Department of Archives and History of Alabama, and President of the Alabama Library Association, will in no wise antagonize or detract from other library associations, but, it is confidently believed, that by its encouragement of the library spirit in the South it will add notably to the strength of state associations and of the American Library Association, to whose invaluable aid every progressive library must be indebted. An early reply will be appreciated.

Yours very truly,

G. H. BASKETTE,
President.

IMPORTANCE AND VALUE OF A DEPARTMENT OF LIBRARIES.

THOMAS M. OWEN, LL.D., Director of the Alabama State Department of
Archives and History.

On presenting the memorial of the Tennessee Library Association, requesting the formation of a new and separate department of the Southern Educational Association, to be known as the Department of Libraries, together with a resolution favoring the prayer of the petitioners, Dr. Owen said:

Mr. President: It is unfortunate that we have not had Mr. Baskette's paper on "Libraries and Schools," for it was to contain the reasons to be advanced in support of favorable action on the memorial of the Tennessee Library Association of which he is the president. He was detained in Nashville a day longer than he intended, for he had planned to be with you in all of your sessions. Only this morning I had a telegram stating that he was still further delayed by missing his train. However, I hope he will yet reach the hall and be able to present his paper.

In now speaking briefly to the resolution which I had the honor to introduce, I wish to most respectfully urge what seems

to me to be the logical and natural thing in the evolution and development of your work as an organization. You already have your several educational activities organized with much thoroughness, including the departments of superintendence, administration, child study, industrial and manual arts, and normal instruction.

A new department, in addition to these, is now sought to be formed and the very pertinent inquiry is made as to the value of such a step. The answer is to be found in the constantly increasing importance of the library as an educational force, and the consequent necessity for its proper direction and development. Your association is already on record in support of this position. I recall that at your Memphis meeting in December, 1899, Mr. Wm. Beer, of New Orleans, presented a paper on "Libraries Essential to Schools;" and at Richmond, in December, 1900, Prof. Joseph S. Stewart, who has since developed into such an effective stump speaker in behalf of secondary education, and whom we have heard today with so much interest, gave you a well considered paper on "Rural Libraries." Everywhere the establishment of public libraries, the strengthening of school libraries, particularly in the rural schools, indicate the growing significance of the library movement. In North Carolina, to which reference was made in the paper of Prof. Stewart this morning, notable work is being done in behalf of rural school libraries, a work which, modified by local conditions, ought to be undertaken in every state. The library is indeed a most essential and potent factor in the educational advance of our time.

Having said this much by way of properly placing the library in the educational forces which it is yours to encourage, I wish to point out several reasons why such a department will be of value. In addition to emphasizing the importance of the library as an educational force, such a department will serve to bring into cordial relation and association with you some of the most accomplished librarians and library workers in the South—people interested in library development and educational development in other directions—for as we all know, to be members of the department we must be members of your association.

Then again, it will strengthen the library forces which are being organized all over the South. There will be an interdependence and development, a strengthening of the library forces for further advance until a free public library is established in every community able to support it.

It will also afford an opportunity to those of us particularly interested in library work to get together at stated periods for discussion and for a comparison of aspirations and plans, and in order that the library forces may be kept in right relation to the educational forces.

And, again, such a department will afford a central agency for authoritative expression on library questions and problems, both for teachers and librarians, at least so far as they relate to school libraries.

Have you a precedent for such action? In 1896 the great National Educational Association, under the inspiration of Melvil Dewey, so long at the head of the New York State library, adopted resolutions unanimously favoring such a department in that organization. Year after year this department has gone on in its good work. Its meetings have been well attended, it has had excellent discussions, its proceedings have been published, and it has done its part in the development and in the accentuation of the library.

Mr. Dewey, representing the library interests, in their appeal for the formation of the department, said:

"The name of the National Educational Association shows that it is for education in general, and not an association of schoolmen alone. Is it not a radical mistake for it to neglect to recognize properly any important part of the American educational system? In the early childhood of most of us the schools were winning their way as an essential part of the American system of public government. Every one approved of schools, but many thought the parents, or at most the organized churches, were abundantly able to make all needed provision for the instruction of youth. That idea has so far passed away that the present generation finds it hard to grasp the idea of a government, either state or local, without provision for free public schools.

"The same process is being repeated in these closing years of the century in regard to the free public libraries. Competent students of the subject say that the historian of the future will certainly record this as distinctly the library age, and that this close of the nineteenth century will be marked for the building and endowment of libraries, and

chiefly for their recognition as essential parts of our educational system, as was that century which brought forth the great cathedrals of Europe. It goes without saying that every member of the National Educational Association is a lover of books and a friend of libraries. I waste no time over trite commonplaces about the importance of books and reading."

Public Libraries in May, 1896, referring to the plans for organization, said:

"School libraries are important factors in educational work. One of the most valuable equipments one can give young people for work in life is such a knowledge of books as will enable them to go direct to sources of correct information and sound opinion. A collection of books in every school room, for every day use, is coming to be considered an essential part of a school equipment. These books are used to introduce children to the best literature of the world, to interest them in other phases of any subject they may be studying than those they find in their text books; to arouse in them a love of reading; to awaken and inspire the teacher and make it necessary for her to go outside of text-book work if she would keep up with her pupils, and to promote the beginning of that laboratory method which is now considered so essential in all educational work."

In its issue of August, 1896, *Public Libraries*, Miss M. E. Ahern, the editor, with much enthusiasm declared:

"Every librarian who has the good of the library at heart, will rejoice at the formation at Buffalo of a library section of the National Educational Association. Not since the formation of the American Library Association in 1876 has so important an action to the library world or indeed to the educational world at large, been taken. It forecasts united work on the part of both schools and libraries, and an influence for the upbuilding of human character that cannot be over-estimated. It proclaims that the day of solitary text-book drilling is at an end, and ushers in the time of looking to the nutrition of the faculties rather than to the accumulation of facts and figures. The recognition by the National Educational Association of the library as an important part of the educational structure of the day will give new life and added strength to not only the work of the library, but to the work of the school as well."

The *Library Journal* also endorsed the movement and gave it earnest encouragement.

And now, Mr. President, with this much by way of preface, but unfortunately in the absence of Mr. Baskette's paper, which would be a better predicate for action on your part, I move the suspension of the rules of this Association, and the adoption of this resolution, after which, and after the adjournment, I shall

request those of you who are interested in the establishment of the new department, if permission be granted, to remain for a short time in order that the department may be formally organized and officers elected and such action adopted as will get matters in shape. You of course understand that this will entail no additional expense beyond your annual membership fee. Every member of the association is invited to membership in this particular department, as I am sure is the case with every other department. I now renew my motion for a suspension of the rules, if there is no discussion, and the adoption of this resolution.

LIBRARIES AND SCHOOLS.

PRESIDENT G. H. BASKETT, Nashville, Tenn.

It would appear presumptuous upon my part, standing before an assemblage of men and women who are devoting their thought and energies to the cause of education, to indulge trite statements and arguments anent the claims of the library to recognition as an essential factor and force in school work, and in the cause of general educational advancement. The great importance of the library as a department of the school is too thoroughly appreciated by school men to render it necessary to urge before them the value of the library in its broader scope of service to the general public. Not until books have ceased to be the precious legacies of genius to mankind—the perennial and inexhaustible food for thought fit for the generations as they come and go—will a progressive age cease to give increasing emphasis to the educational function and service of the library and the benefits of library extension. Carlyle's characterization of the "true university" as a "collection of books" has a growing significance as time progresses and the far-reaching intellectual and moral needs of populations are considered. The age in which we live is emphatically a reading age and the cultural possibilities of the public library are becoming more and more apparent. The city or smaller community center without a free public library is behind the times, and in this respect the South at large is much behind the times. And I make

bold to say that the South will never attain to the standard of educational advancement of which she is capable until her people have at least the free privileges of literary enjoyment and study that are made available in more favorable countries and sections.

It is the purpose of this brief paper to invite the attention of educators, who are rendering so great a service in their profession to the South—a service which is in an essential aspect unselfish—to the need of library extension, and to enlist their professional, personal and associated interest in the means that will more rapidly and surely cultivate and develop a library spirit in the many localities in the South in which that spirit has as yet found no practical expression. In every community the men and women to whom are entrusted the responsible care and education of the youth, are potent in influence—often beyond their modest realization—for the promotion of the best that can affect the general public. The pedagogue of today may not be generally regarded as the prodigy of Goldsmith's time, and excite the wonder that one small head should carry what he knows, but he still wields a power and influence that are not confined to the technical atmosphere of the school room, a power that is unceasingly manifest in all matters that pertain to the betterment of the multifarious interests of society in general. This association, of itself, is in evidence of that larger thought and wider reach of purpose which include in their range the promotion of all that is best and beneficent upon a sure and conservative basis. When, therefore, librarians and others who are especially interested in library work, note the dearth of the library spirit and the slow progress of library extension in so great a field in the South, they naturally turn for help and co-operation to the teachers, because these are in a position better to understand the need and give sympathetic and efficient assistance, and because of the intimate association of the library with school work and educational enterprise. This close interrelation of the school and the library is becoming more fully appreciated wherever it is given opportunity for practical exemplification. Aside from the advantage gained by the school from the ordinary draft upon the resources of the library, and I speak now of the public library, there is the

more definite and systematic co-working of the two for the benefit of the school. For instance, by way of illustration, in the city of Nashville the public library is supplying the white public schools of the city with about 6,000 supplemental readers, which are kept in constant use and circulation during the school term under the direction and guidance of the teachers. These books, carefully selected by the librarian and a committee of teachers, constitute a graded literature of the best character, especially adapted to the kinds and courses of study in the schools. The books are neatly placed in boxes made for the purpose, each box containing the volumes designated for a particular school and provided to suit the requirements of each of the eight grammar grades. At the end of every period of six weeks, the books are returned in the locked boxes to the library, where they are carefully examined and then re-distributed among the schools so that at every distribution each school shall receive a change of titles.

The working of this system of library circulation among the schools has proved eminently gratifying. Superintendent of city schools Weber and his corps of teachers have joined heartily in testifying to the practical benefit of the system. Superintendent Weber in a letter to Miss Johnson, the librarian, says, "The systematic co-operation of your library has been of untold benefit to the public schools of Nashville and I trust the time will soon come when every city in the state will not only have a public library, but that its library will pursue the same policy towards the public school system as the Carnegie library has done here."

This free public library help to the schools, in furnishing and circulating supplemental reading, results in giving added zest to the study of the text-books by the pupils, broadening their views and creating a taste for good literature, and it also, through the children, reaches the parents and cultivates the taste for reading and a use of the library in many homes that would otherwise be devoid of the inspiration and blessings of books. This is but a sample of library work which is in line with, but in its plan and proportions is in advance of, the general idea of traveling school libraries and other progressive library policies in the interest of public education in the South.

In Tennessee there is a movement on foot for concerted action upon the part of the educational forces, including the library, to promote a popular sentiment and bring its weight to bear upon the general assembly, which will meet next month, in favor of larger legislation for education. Hon. John P. Kennedy, state librarian of Virginia, in a letter heartily favoring a library department of the Southern Educational Association, says, "We have a systematic method of co-operating with public libraries and schools throughout this state and we have developed the state library as an educational force. This library loans to any one in Virginia any book needed to perfect a study and our Department of Notes and Queries has this work in charge. The mail of the library at present is about 25,000 letters a year and every letter brings a query of some kind from some part of the state." Other southern states are making progress with the library idea and work, but in all these states there is in the major number of communities an utter lack of popular appreciation of, and response to, the library need. Some well directed influences must be brought to bear upon such communities to encourage and cultivate the library spirit and enterprise. In many a town there are public-minded men and women eager for library building, but they are hampered and deterred for lack of enabling legislation or community support, or both.

In fostering the forces that promote library development the teachers in our schools, in touch and sympathy with the movement, can be notably helpful, and this helpfulness can be greatly increased through the sanction and hearty favor of your organized association of teachers, giving full recognition to the library in its place and function in the general cause and plan of education.

It is with these facts in view, therefore, that I come to you representing many librarians and library workers in the South, suggesting and requesting that your association institute a library department, in which a great correlative interest may be kept in close consideration and co-operation in the widening field of educational work. The plan of this department will be more definitely presented in detail by Dr. Owen who will speak on the subject. Such a department as that proposed which has been pronouncedly favored by no less than fifty librarians

and library workers in the South with whom I have been in correspondence, and will doubtless be approved by others whose names and addresses I did not have, should serve to bring college, state and public libraries into better relationship and understanding and unite them in a common cause within their several functions in the educational movement, and it should also serve in enlisting more strongly and earnestly the active interest of professional educators in library promotion and extension. The directors of school administration and methods can render a great service to the cause of education by fostering library extension, not only in school advancement but also in the wider popular field. We all have learned that education does not end with the college term but in its fuller sense commences with that ending. The school training better prepares us for the self-education which must go on in life, and largely through the instrumentality of books. Despite the inestimable and paramount importance of the school in its basic work, the world and its civilization would become stunted and warped if education stopped with the college or university. Besides the ever increasing army of students that are sufficiently equipped by our institutions of learning to grapple with the problems of life, there is the greater army of people, young and old, with scant school training, or none, who must depend for mental development and knowledge upon other resources and facilities, without which they will live in intellectual barrenness. To these deprived classes in hundreds of thousands of homes in the South and free circulating library would bring its opportunities and blessings, giving its incentive to study and ambition, and affording its literary enjoyments and helps to a popular culture. The educational movement must comprehend the mass of people as well as the elect of the schools. By so doing it will cultivate and establish that democracy of learning which will most surely guarantee the popular support of the best and highest plans and policies of the scholars and workers who devote their lives to the great cause of education—a popular support which is necessary to enable the state to do its full part in the promotion of that cause. It is this democracy of education which the library especially represents and exemplifies in the free offering of its privileges to all, young and old,

rich and poor—in familiarizing the public mind with the touch and inspiration of books and inculcating a universal appreciation of the utility of mental equipment and creating a substantial background of sentiment for sustaining the highest and broadest scholastic endeavor.

MEMBERSHIP OF SOUTHERN EDUCATIONAL ASSOCIATION, 1906.

ALABAMA.

- Miss Mary E. Boyle.
Teacher, Montgomery.
- Miss Mary Holt.
Teacher, Montgomery.
- Miss Rebecca Moore.
Teacher City Schools, Montgomery.
- Miss Irma Stott.
Teacher City Schools, Montgomery.
- Miss Sarah Wyman.
Teacher City Schools, Montgomery.
- Miss Louise Weill.
Teacher City Schools, Montgomery.
- Miss Flossie Weill.
Teacher City Schools, Montgomery.
- Miss Ray Cadden.
Teacher City Schools, Montgomery.
- A. K. McKennie.
Teacher City Schools, Montgomery.
- R. Bliss Edgar.
Teacher City Schools, Montgomery.
- Charles L. Floyd, A. B., University of Georgia.
Superintendent City Schools, Montgomery.
- Miss Lillie Coghill.
Teacher City Schools, Montgomery.
- Miss Bella Coghill.
Teacher City Schools, Montgomery.
- Miss Emma McMillan.
Teacher City Schools, Montgomery.
- Miss Madge McMillan.
Teacher City Schools, Montgomery.
- Miss Ininee Centerfit.
Teacher City Schools, Montgomery.
- M. J. Callen.
Superintendent County Schools, Fort Payne.
- T. J. Lamar.
Superintendent County Schools, Jasper.
- C. K. Sharp.
Superintendent County Schools, Highland Home.

- Miss A. E. Kennedy.
Teacher Alabama Girls' Industrial School, Montevallo.
- W. W. Hall.
Superintendent Schools, Florence.
- J. C. Hall.
Principal School, Valley Head.
- J. J. Doster.
Director Manual Training Department Normal College, Troy.
- E. F. Canthen.
Teacher Agricultural School, Wetumpka.
- W. D. Wade.
President Marion Female Seminary, Marion, Perry Co.
- J. M. Starke.
Principal University School, 95 Houston St., Montgomery.
- W. F. Feagin.
Department of Education, Montgomery.
- S. J. Cole.
Agent Ginn & Co., Birmingham.
- W. E. Striplin.
Superintendent Schools, Gadsden.
- J. H. Phillips, A. M., Marietta College, Ohio; Ph.D., Southern University,
Alabama.
Superintendent City Schools, Birmingham.
- I. W. Hill, A. M., Emory College.
Superintendent Public Instruction, Montgomery.
- Miss Elizabeth M. Haley, B. S., Columbia.
Department of Education Alabama Girls' Industrial School, Montevallo.
- Miss Margaret Centerfit.
Teacher City Schools, 524 Washington Ave., Montgomery.
- Miss Bertha Fuller.
Teacher City Schools, Cloverdale, Montgomery.
- H. O. Sargent.
President 6th District Agricultural School, Hamilton.
- G. W. Brock.
Superintendent Schools, Opelika.
- H. A. Sayre.
Professor of Physics, University of Alabama, University.
- J. D. Matlock.
Representative American Book Co., Birmingham.
- C. J. Owens.
President South-Eastern Alabama Agricultural School, Abbeville.
- Arthur F. Harman.
Superintendent City Schools, 428 Johnson St., New Decatur.
- W. J. Dansby.
Superintendent County Schools, Silas.

- Miss K. D. Love.
Teacher, Minter.
- J. D. Phillips.
Teacher, Yantlay.
- Miss Valerie Centerfit.
Teacher City Schools, Montgomery.
- J. E. Garrett.
Superintendent Public Schools, Letohatchie.
- John W. Massey.
President Alabama Conference Female College, Tuskegee.
- W. M. Head.
Superintendent of Education, Pinkard, Dale Co.
- W. W. Benson.
Geneva.
- A. F. Jackson.
Superintendent Schools, Linden.
- George White, Jr.
Superintendent Schools, Prattville.
- J. Alexander Moore.
Acting President Alabama Girls' Industrial School, Montevallo.
- H. J. Willingham.
Principal 5th District Agricultural School, Wetumpka.
- J. B. Cunningham.
Principal High School, Birmingham.
- D. A. McNeill.
Superintendent Schools, Talladega.
- W. H. Bowen.
School Furniture Dealer, Birmingham.
- P. B. Pepper.
Teacher, Luverne.
- F. T. Nisbet.
State Normal College, Florence.
- C. W. Johnson.
Superintendent Schools, Headland.
- Charles Ingram.
Teacher, Oneonto.
- E. L. Colebeck.
Teacher Southern University, Greensboro.
- C. C. Thach.
President Polytechnic Institute, Auburn.
- Miss Laura M. Elmore.
Librarian Carnegie Library, Montgomery.
- J. W. Abercrombie, LL.D.
President University of Alabama, University.
- E. F. Buchner, Ph.D.
Department Philosophy and Education, University.

- T. R. Owens.
Secretary Lineville College, Lineville.
- Edgar G. Murphy.
Montgomery.
- James K. Powers.
Representative B. F. Johnson Publishing Co., Florence.
- W. C. Griggs.
Secretary Alabama Educational Association, Brewton.
- Mrs. A. H. Lynch.
Teacher Public Schools, Opelika.
- C. G. Richardson.
Principal Wallace Institute, Mt. Hope.
- M. C. Wilson.
President State Normal School, Florence.
- James H. Foster.
Superintendent City Schools, Tuscaloosa.
- E. L. Patton.
Principal Public Schools, Jefferson County, North Birmingham R
F. D. No. 7.
- Thomas R. Walker.
Superintendent City Schools, Ensley.
- Howard Griggs.
Superintendent City Schools, Columbia, Houston Co.
- E. M. Shackelford.
President Troy Normal College, Troy.
- D. S. Burleson.
State Normal College, Florence.
- Walter D. Seed.
State Treasurer, Tuscaloosa.
- George W. Duncan, M. C. S., Alabama Polytechnic Institute.
Agent University Publishing Co., Auburn.
- R. A. Rasco.
Superintendent Schools, Jemison.
- Miss Virginia Hereford.
Teacher City Schools, Montgomery.
- Miss L. E. Davie.
Teacher City Schools, Montgomery.
- Miss Celestine Gilmer.
Teacher City Schools, Montgomery.
- Miss Katie Schmidt.
Teacher City Schools, Montgomery.
- H. O. Murfee.
Teacher, Marion.
- A. H. Mathis.
Superintendent Schools, Springville.

- Miss Janie L. Rives.
Teacher Capitol Hill Public School, Capitol Heights, Montgomery.
- J. P. Selman.
Superintendent Schools, Troy.
- Miss Minnie Anderson.
Teacher City Schools, Montgomery.
- Thomas M. Owen.
State Historian, Capitol, Montgomery.
- Miss Julia S. Tutwiler.
President Alabama Normal College, Livingston.
- Miss Julia Moses.
Teacher City Schools, Montgomery.
- Miss Mary Ellen Picket.
Teacher City Schools, Montgomery.
- Miss Margaret Carter.
Teacher City Schools, Montgomery.
- Miss Lallie Abercrombie.
Teacher City Schools, Montgomery.
- Miss Dollie Kirk.
Teacher City Schools, Montgomery.
- Miss Olive Rushton.
Teacher City Schools, Montgomery.
- Miss Mary Burke.
Teacher City Schools, Montgomery.
- Miss Nimmo Greene.
Teacher City Schools, Montgomery.
- Mrs. L. V. Ledbetter.
Teacher City Schools, Montgomery.
- Miss Lucharle Wilson.
Teacher City Schools, Montgomery.
- Miss Annie May Dimmick.
Teacher City Schools, Montgomery.
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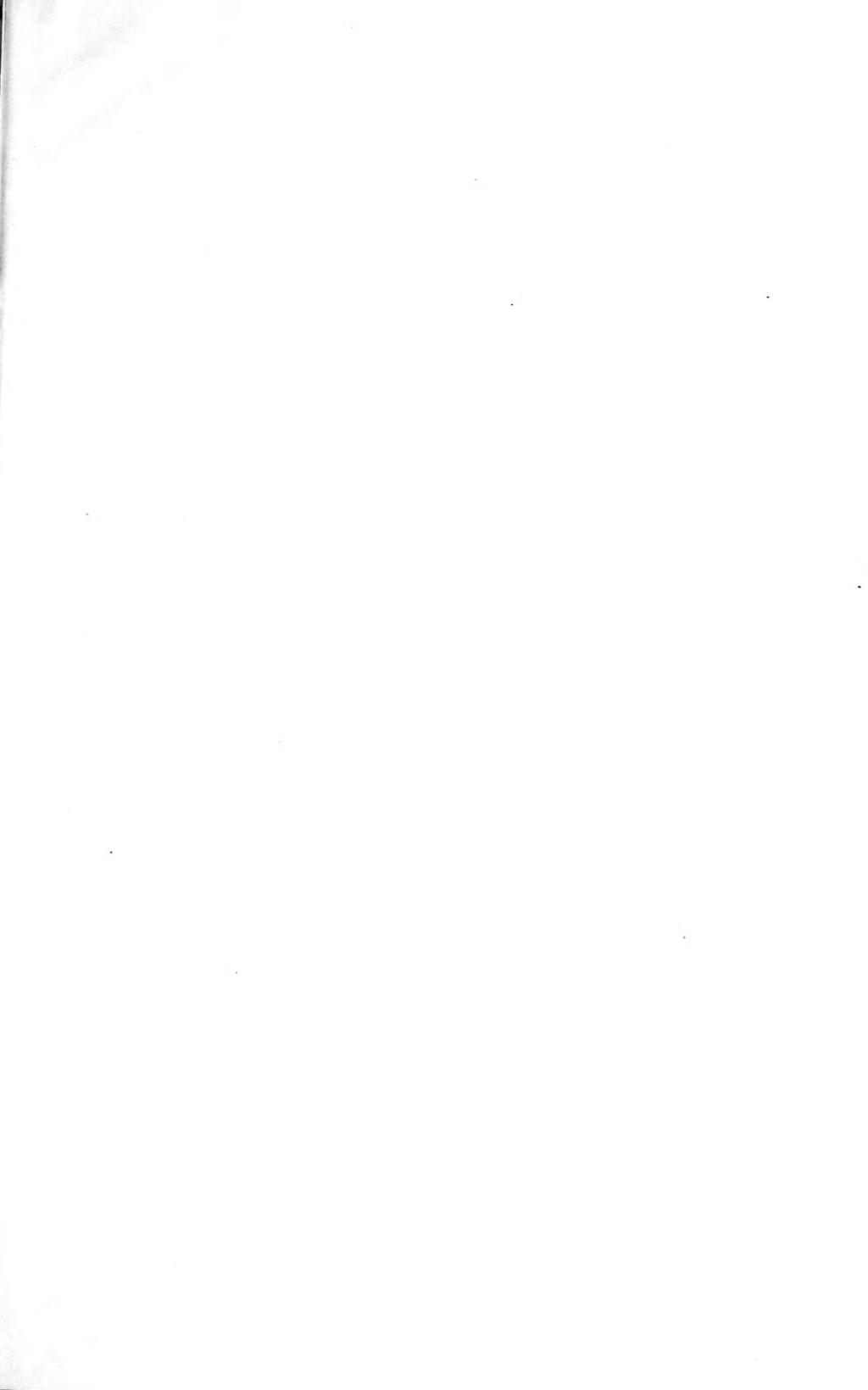
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